

**THE EFFECT OF USING PROCESS WRITING ON THE STUDENTS’
WRITING SKILL AT GRADE VIII OF SMP NEGERI 3 SENTOLO**

A Thesis

**Presented as the Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Language Education**



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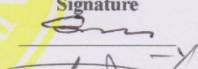
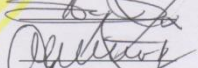
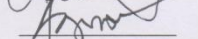
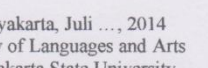
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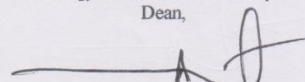
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Yogyakarta, Juli 2014

Penulis



Pravina Widiyawati

MOTTOS

- Don't worry too much. God is in control.

DEDICATIONS

This thesis is dedicated to my parents and my son

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I praise to Allah SWT that because of His blessings I could finally finish my thesis to attain the degree of *Sarjana Pendidikan* in English Language Education Department.

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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as the readers to give comments and suggestions. However, I expect that this thesis will give worthwhile contributions to all readers.

Pravina Widiyawati

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ABSTRACT

The objective of this study is to find out whether there is a significant difference in students' writing skill between the students taught using writing process and those without using writing process.

The type of this study is quasi experimental research. The stages of the research are pre-test, treatment and post-test. The subjects of the study are 64 students of SMP N 3 Sentolo. They are divided into two groups: class VIII D as the control group and VIII E as the experimental group. The instrument of the study is writing tests which the topics are based on the basic competencies of KTSP. The data were in the forms of pre-test and post-test scores. The post-test was given at the end of the treatment. During the study, the students of the experimental class were taught using writing process, while the students of control class were not. The data were analyzed by using descriptive and inferential statistics. The tests of normality and homogeneity were done before the test of the hypothesis was employed. The data of both pre-test and post-test from the control and experimental classes were also compared.

The results of the descriptive statistics of the post-test show the mean value of the experimental class was 76.0625 and it was categorized into good category. While the control class was 71.9375 and it was also categorized into good category. However, mean value of the experimental class was higher than that of the control class. Moreover, the result of the ancova test show that the value of the significance is lower than the significance of the study, i.e. $0,00 < 0,05$. It means that there is a significant difference in writing skill between students who are taught using writing process and students taught without writing process. So, it can be concluded that writing process gives good effect on the improvement of the students' writing skill.

CHAPTER I

INTRODUCTION

A. Background of the Study

Good writing skill is an important aspect in communication. Writing becomes common necessity in communication, for example, writing announcements, advertisements, letters, information, and notice. People who have good writing skill deliver what they meant easily. On the other way, people without good writing skill will find difficulty to deliver their message. To be able to write, people should master grammar, punctuation, vocabulary, organization, and writing mechanic.

There are some points that are needed to produce a good writing. Good writing should present correct grammar. Grammatical error sometimes can be accepted in spoken but not in written text. So, it is important to use a good grammatical skill in producing a good writing. Good grammatical skills lead to credibility of the writing. Good grammar skill is important to enhance the readability of the writing, considering misspelled words and grammatical errors distract readers from the message of the text. In addition, words choice is also an important thing to be considered in writing. It means that vocabulary should be mastered. It is clear that words choice will effect on writing. Above all, well organized text will help the reader to understand the content of the writing well. The last is punctuation; sometimes people forget about this. However, incorrect

comas, colon and full stop will distract the meaning of the writing. So, if grammar, vocabulary, organization and punctuation are mastered, it is easy to provide a good writing.

Having good writing skills, students will also be able to afford their future needs of writing in academic world. Junior high school require to be able to write simple essay and many kinds of text.

However, students' writing skills were relatively low. Similarly, in SMP N 3 Sentolo, most student face with writing skills. Those problems were related to the teacher and to the students' writing skill.

B. Identification of the Problem

Considering the low writing skill in SMP N 3 Sentolo, there were some factors influencing students' writing skills: teacher and students. Following were the problems:

1. Problem related to the teacher

Teacher plays important role in classroom activities. The teacher needs to use various techniques dealing with various students in which the classroom condition may be varied. Teacher has to apply techniques that were appropriate with students and classrooms condition. However, the teacher in SMP N 3 Sentolo used monotonous techniques. She only taught grammatical rules without any variation. In teaching writing she only gave students an input text and she asked the students to write the same text type in the different topics.

In addition, an English teacher has to facilitate and motivate her students. She has to give correction or feedback to the students. However, sometimes, the teacher did not facilitate and motivate the students. At the end of the meeting the teacher did not give her feedback to students so that the students did not realize their mistakes.

2. Problems related to the students

a. The students' problem on accuracy

Some students had many ideas about what they wanted to write. However, they were not confident to write their idea because they are afraid of making grammatical mistakes. When they made grammatical mistakes in writing, it was going to be more serious because sometimes the teacher did not realize it. So, they repeated their mistake along their writing process. They also had limited vocabulary. As a result, during the practice of producing a text some students kept asking the vocabulary to the other friends.

b. The students' problem on writing mechanics

Good writing is not always about the content itself, but also about writing mechanics. Most of the students did not pay attention to those things because they are not familiar with them. They forgot to use capital letters in the beginning of sentences, to use coma between two phrases nor clauses, and full stop in the end of the sentences.

c. The students' problem on the text organization

Most of the students had difficulty in organizing text. They could not easily characterize which one is the paragraphs organization. It also happened

when they organize the sentences. Some students made mistakes in sentences organization. They did not really understand how to organize a sentence well.

d. The students' problem dealing with low motivation

Students became unmotivated to get involved in the teaching and learning process because of many factors. It can be caused by the way the teacher taught is so monotonous. It also can be caused by them. Many students of this school assume that English was a difficult subject to learn. As a result they became unmotivated to learn English.

C. Limitation of the Problem

This research was designed for the eight grade students of SMP N 3 Sentolo. It focused on all aspects above. The students were chosen because they are demanded to have writing skill that was more complex compared to writing skill of the seventh year students.

D. Formulation of the Problem

Based on the limitation of the problem, problem formulated for this research was as follows: "is there a significant difference in English writing skill between students of SMP N 3 Sentolo who are taught by using writing process and those who are not?"

E. Research Objective

The objective of this research was to investigate the effect of using writing process for the eighth grade students' writing skill of SMP N 3 Sentolo by

examining whether there was a significant difference in English writing skills between the students who were taught using writing process and those who were taught without using writing process.

F. Significance of the Study

The finding of the research are expected to be useful for:

1. Grade VIII students at SMP N 3 Sentolo

This study provided the students with a useful experience about improving the writing learning process by implementing writing process.

2. Students at English Education Department

The finding of this study hopefully could be one of considerable reading materials either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning.

3. English teacher of Junior High School

The finding of the study hopefully becomes a valuable source of information to improve the quality of English teaching and learning process.

4. Other Researchers

The research is expected to give other researchers reference and idea to conduct relevant studies.

CHAPTER II

LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, RELEVANT RESEARCH STUDIES, AND RESEARCH HYPOTHESIS

A. Literature Review

1. The Nature of Writing

a. Definitions of Writing

There are two concepts of writing theory. The first is writing as a process. Elbow in Brown (2001:336) states that writing is a process of figuring out a meaning and putting it into language. Second, writing is classified as a product. According to Brown (2001:335), writing is as a result of thinking, drafting and revising. It implies that writing is a final product result of a process.

However, writing also can be defined as the combination of process and product. Lines and Nunan (2006:98) state that writing refers to process and product. It is the act of gathering ideas and organizing them until they are in a manner which is comprehensible to the readers.

It can be concluded that writing is not only a product but it is also a process. Writing is a product of a writer thought, feeling or ideas, and writing is also a process of putting words in good organization and structure.

b. Aspects of Writing

There are three aspects of writing. The first is about the feature of the writing itself. According to Spratt, Pulverness, and Wiliam (2005:26) writing involves many sub skills which are related to accuracy. Accuracy is the way to use the correct form of language. Writing accurately involves correct spelling, correct

form of letters, legible writing, correct punctuation, uses correct layout, chooses right vocabulary, uses grammar correctly, joins sentences correctly, and uses paragraph correctly.

Mechanical components are the second important thing of writing. Similar to the other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well performed sentences, paragraphs, and texts (Harmer: 2004). He also states that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be introduced in the teaching and learning process of writing.

The last aspect is the cohesion and coherence of the writing skill. The two aspects play important roles in the process of good paragraph compositions and cannot be separated in the process writing since they are closely related to another. Moreover, Harmer (2004) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. It can be defined as linking relationship of a number of linguistic elements that can be seen in the structure of text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood.

As the explanation, a good writing is not just about accuracy, but it also has to have good mechanical component and cohesion and coherence. The three

aspects are required to provide good writing which delivers the message from the writer to the readers.

c. Writing Skills

This research focused on some skills which are feasible to acquire in order to help students learn the language better. In short, those include using grammatical patterns, choosing appropriate vocabulary, and using correct mechanics as well as developing ideas and organizing the text.

In addition, there are some microskills for writing as stated by Brown (2001:342-343)

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive device in written device.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.

- 11) Correctly convey culturally specific references in the context of written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrase, and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Problem in Writing

According to Byrne (1990:3), there are some difficulties related to writing; psychology, linguistic and cognitive difficulties. The first is psychology difficulty that deals with ideas is how to express the idea. According to Sparr, Pulverness, and Williams (2005:26) writing is having a message and communicating it successfully to others. To deal with that, students need to have ideas then organize them in good way so that the message will be successfully delivered to the reader.

The second difficulty is dealing with linguistic. There is linguistic difficulty in that the language used in written language. Written language is different from spoken language. In written language, there are grammatical rules that should be considered.

The third difficulty is related to cognitive. There is cognitive difficulty in which the students have to organize their ideas on text with signal words to make the sequence of paragraphs well arranged.

2. Teaching and Learning writing

a. Reasons for teaching writing to students of English as foreign language.

According to Harmer (2001: 79) there are some reasons for teaching writing to students of English as foreign language:

1) Reinforcement

Some students purely acquire the language through oral way, but most of them learn language by writing. There are some benefits of learning language through writing, the visual demonstration of the language helps students in understanding the language. It also becomes an aid to committing the language to the memory.

2) Language development

The actual process of writing helps the student learn as the students do along. Constructing a proper written through the mental activity is a part of ongoing learning experience.

3) Learning style

Some students can easily learn language by speaking and listening but for the rest of them, they take more time to learn it. The writing style is appropriate to such learner.

4) Writing as a skill

Writing is as important as reading, listening and speaking. Students need to know how to write letters, how to create the reports, how to answer advertisements, how to write using electrical media. Students also need to

know about some writing rules, such as punctuation, vocabulary, and paragraph construction.

b. Principles of teaching writing

There are some principles of teaching writing according to Brown (2001:346 -348):

1) Incorporate practice of “good” writers

Good writer is a writer who can focus on a goal or their idea in writing. They can measure the audience understanding, so they will write in appropriate way. They do not waste the time by too much planning in writing, they only plan as needed. Then, they easily let their first ideas flow onto the paper and follow the general organization plan as they write. They try to get feedback and willingly revise their writing.

2) Balance process and product.

Writing is a process composing that requires draft to make a final product. In the process of making a pieces of writing, teachers need to apply the roles of a guide and facilitator. Without ignoring the perfect writing, such as a clear, articulate, well-organized, and effective piece of writing. In other words, students understand that to get final creation, best efforts should be done.

3) Account for cultural/ literary backgrounds.

In teaching writing, teachers have to accomodate the difference between students' native traditions with students whom teachers are going to teach. Trying to help students about something new and unfamiliar with them is a good way to bring them acceptable to English rethoric.

4) Connect reading and writing.

Students learn to write by observing or reading a variety of text types. They can get insights such as language used and organization of the text.

5) Provide as much authentic writing as possible.

To make explanation clear for students, writing can be authentic. It conveys meaning for them. For example, they can send a letter to the other friends, publish a newsletter, write a drama script, and write a resume or advertisement.

6) Frame your techniques in term of prewriting, drafting and revising stages.

In the writing process, the following ways usually happen in the prewriting stage:

- a) reading a passage (extensively),
- b) skimming, scanning a passage,
- c) conducting some outside research,
- d) brainstorming,
- e) listing,
- f) clustering,
- g) discussing a topic or question,
- h) instruction-initiated question and problems,
- i) free writing.

c. Approach in teaching writing

Hammer (2004:257) states that there are five approaches in teaching writing:

1) Process and product approach

Process approach has many stages such as prewriting, drafting, re-drafting, and final writing. Process approach aims at student getting the heart of various skills that should be employed when writing. It may take more time than the product approach. Product approach is simpler than the process approach. It just focuses on the product of writing itself.

2) Writing and genre

In genre approach to writing students study texts in the genre they are going to write before they produce their own writing.

3) Creative writing

It is used in writing tasks such as poetry, stories and plays. As stated by Gaffield-Ville in Hammer (2004:259), creative writing is a journey of self-discovery, and self-discovery promotes effective learning.

4) Writing as a cooperative activity

Cooperative writing can work well in both of process and genre approach. First, review and evaluation are greatly enhanced by having more than one person working on it. Second, generalization idea is more likely by two or more people involved. Writing in a group, whether as a part of a long process or a part short game-like activity, can be great motivating for students. It is also a great chance to create communication between the students. They can create research, discussion, and peer-evaluation.

5) Using the computer

There are many good reasons using computer for teaching writing:

- a) A word processing package removes problem on poor handwriting that some students suffer from.
- b) A word processing package allows the computer user to edit his or her material at great speed and with great facility.
- c) Spellcheckers can ease the task of achieving correct spelling.
- d) If students are working in groups, a computer screen can be more visible to the whole group than a piece of paper might be.

d. The Technique of Teaching Writing

Brown (2004:220) asserts that there are four categories of techniques for teaching writing. Those four categories are follows:

1) Imitative Writing

This category includes the ability to spell correctly. The students have to attain skill in fundamental, basic task of writing letters, words, punctuation, and very simple sentence. Elementary students are in the category of imitative writing.

2) Intensive (controlled writing)

In this category most assessment tasks are more concerned with focus on a form, and are rather strictly controlled by the text design. Students have to produce appropriate vocabulary within a context, collocation, idioms and correct grammatical features in the level of sentences. This category is applied for Junior High School.

3) Responsive Writing

This level requires the students to perform a limited discourse level. It means that students have to create connected sequence of two or three paragraphs. It

focuses on the discourse conventions that will achieve the objective of the written text. It also emphasized on context and meaning. This skill area of writing is usually intended for Senior High School.

4) Extensive Writing

Extensive writing implies a successful management of all the processes and strategies of writing for all purposes such as an essay, a term paper, and a thesis. The writes focus on achieving a purpose, organizing and developing ideas logically, using detailsto illustrate ideas, demonstrating syntactic and lexical varieties, and soon. This level is usually for advance learners.

In addition, according to Hyland (2008:3-4), there is a four- stage technique as an emphasis on a language structure in teaching writing. The first is familiarization which means that students are taught certain grammar, and vocabulary usually through a text. The second is controlled writing in which the students manipulate fixed patterns, often from substitution tables. The third is guided writing in which the students imitate model texts. The last is free writing where the students use the pattern they have developed to write an essay, letter and so forth.

It can be concluded that to be able to write well, student have to practice a lot. By practicing, students will reach the next level of writing.

e. The roles of teacher in teaching writing

Teacher plays important roles in teaching and learning writing. Teacher helps students through different ways. They will play different roles to encourage

student in writing. There are some roles of teacher according to Harmer (2001:261-262):

1) Motivator

Teachers should motivate the students. They should create the right conditions to generate the idea, persuade them of usefulness of the activity, and encourage students to do as much effort to get the maximum benefit.

2) Resource

Teachers should be ready to supply information and language to the students

3) Feedback provider

Teachers should be able to provide feedback to the students but they should know that giving feedback in writing demands special attention. Teachers should respond positively and encouragingly to the content of what the students have written.

3. Teaching writing in junior high school

In the daily life, English is an instrument to establish interpersonal relationship, exchange information, and enjoy language aesthetics in English culture. Meanwhile in the field of education, English is an instrument to communicate in order to access information.

In junior high school, English is a compulsory subject. Based on the school-based curriculum 2006, English in junior high school is targeted to make the students reach the functional level which is to communicate in the oral or written language to solve the daily problems. Furthermore, National Education Department (2006) has determined the standard of competence and basic

competence of English for junior high schools. The standard of competence is the students to be able to communicate in oral and written language accurately. The basic competence is to make the students to be able to express the meaning of written functional texts and simple short essay in the form of descriptive, procedure, narrative, recount, and report to interact with the surrounding.

4. Teaching Writing by Using Genre-Based

The latest school curriculum of Indonesia namely KTSP (Kurikulum Satuan Pendidikan) is developed in the beginning of 2006/ 2007 academic year. This developed curriculum is used as the guide or the implementation of a teaching and learning process in all levels of education institution including junior high school. It is believed as the more effective curriculum than the previous.

Based on the curriculum, teacher can freely select the appropriate teaching methods according to the students' characteristics and materials being taught. There are any methods that can be used to teach. However, a good teacher can consider the most appropriate teaching method which is going to be used in delivering teaching materials.

In the teaching learning process, teacher follows some stages of a teaching and learning cycle. The most effective method for implementing genre-based approach is proposed by Feez and Joyce. Based on Feez and Joyce (1998: 27), there are five stages of teaching cycles. They are Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Join Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking to Related Texts (LRT). The more explanation is as follow:

a. Building Knowledge of the Field (BKOF)

In this first stage, the students are introduced to the social context of an authentic models of the text which is being studied, explore features of the general cultural context in which a text type is used and the social purpose achieves, and explore the immediate context of situation of the model which is on the basis of the course objective and learners' needs.

There are some activities that can be done in this stage. They are presenting the context through pictures, audio-visual material, relia, and field-trips.; establishing the social purpose through discussion; cross cultural activities; related research activities; and comparing the model text with other texts.

It can be concluded that Building Knowledge of the Field (BKOF) is a stage of teaching and learning cycle which builds students' knowledge the text related to the social context. The context-building can be done though some activities to present the context and social purpose.

b. Modeling of the Text (MOT)

In this stage, teachers present the modeling text based on the text type being taught. Then, what the students do is investigating the structural pattern and language features of the model and comparing the model with the other example of the text type.

Modeling activities are undertaken the whole text, clause, and expression levels. The activities of modeling are presented in relation to the text-type, the social purpose, and the meaning.

c. Join Construction of the Text (JCOT)

The Join Construction of the Text (JCOT) stage allows students to construct the text with others. They begin to contribute to the construction of whole examples of the text type. Meanwhile, the teacher's roles are reducing the contribution to the text construction in order to make students move closer to being able to control the text type independently.

In this stage, the teacher can see some activities, for example, teacher questioning, discussing, and editing whole class construction, then scribing onto board, doing skeleton texts, jigsaw and information gap activities, small group constructions texts, dictogloss, and also self-assessment and peer-assessment activities.

In conclusion, this stage allows students to construct the text with others. The students' role is to contribute to the construction of a whole example of the text type while the teacher's role is reducing the contribution to the text construction in order to make students closer to being able to control the text type independently.

d. Independent Construction of the Text (ICOT)

This stage allows students to work independently with the text. Their writing is used for achievement assessment. The teacher can set a writing task which demand that students' draft and present the whole text.

In brief, Independent Construction of the Text (ICOT) is a stage which sets a role of students to construct a text individually.

e. Linking to Related Texts (LRT)

This stage is the time for students to investigate how they have learnt in this teaching and learning cycle can be related to the texts in the same or similar context and to future or past teaching and learning cycle.

The activities that can be done in this stage such as comparing the use of across different field text type, researching text types in the same field, role playing with different roles, comparing spoken and written models of the same text type, and researching how a key language can be used in other text types. In brief, this stage of a teaching learning cycle is a stage of relating this cycle to other texts and the past or future cycle of teaching and learning.

After explaining all the stage of teaching and learning cycles, it is concluded that genre-based is the most effective method for teaching-learning process. This cycle allows five steps such as Building Knowledge of Field, Modeling of Text, Joint Construction of Text, Independent Construction of the Text, and Linking Related Texts. However, this study only follows four main stages of the teaching

and learning cycle because of the efficiency. There are Building Knowledge of the Field, Modeling of the Text, Joint Costruction of the Text, and Independent Construction of the Text.

5. Text type

Nunan (1993) proposes that types of text on genre have been used for many years in teaching and learning of writing. Each text-type has a different structure of discourse, and each of them has its own characteristic.

In addition, Anderson and Anderson (1997) state text types are divided into literary and factual texts. Literary text includes narrative, poetry, and drama. Factual text includes recount, descriptive, explanation, and discussion. From many types of texts, students learn three aspects, i.e. identifying the purpose of the text, analyzing the generic structure of the text, and recognizing the linguistic features of the text.

Based on the Standard of Competence and Basic Competence of grade VIII of the English subject (Depdiknas, 2006), students have to be able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment. The explanation of the descriptive text is explained as follows:

Purpose: To describe people, animal, thing or place.

Descriptions are usually organized by:

- an introduction to subject of the description

- characteristic feature of the subject, e.g., physical appearance, qualities, habitual behavior, significant attribute.

The common grammatical patterns of description include the use a particular nouns, e.g., an actor, an animal, and the use of variety types of adjectives, such as numbering, describing, clasifying

6. Writing process

a. Definition of writing process

According to Harmer (2004:4), writing process is a classroom activity that incorporates four stages, i.e.; planning, drafting, editing, and final draft. Those stages have a cycle which is integrated among stages. Sometimes those stages are continued with re-plan, re-draft, and re-edit.

In line with Hammer, Hyland (2003:11) states that the process of teaching writing emphasizes the writer as an independent producer of texts. He also proposes the same stages that Hammer has proposed before. They are the same in term of drafting and editing. The complete process is shown as follows:

- 1) Selection of topic: by teacher and/ or students.
- 2) Prewriting: brainstorming, collecting data, note talking, and outlining.
- 3) Composing: getting ideas down on paper
- 4) Response to draft: teacher/ peers response to ideas, organization, and style.
- 5) Revising: reorganizing, style, adjusting to readers, refining ideas.
- 6) Response to revision: teacher / peers response to ideas, organization, and style.
- 7) Proofreading and editing: checking and correcting form, layout, and evidence.
- 8) Evaluation: teacher evaluates progress over the process

9) Publishing: by the class evaluates progress over the process.

10) Follow up task: to address weaknesses

According to Rumisek and Zemach (2005:3) writing process goes through several steps to produce a good written product. It means that there are similar parts to be taken in producing the text. It is more than just putting words together to make sentences built needs some steps to make sure that what has been written follows the right development of writing process.

b. The advantages of using writing process

As stated in Hammer (2004:258), writing process may take longer time than product approach. However, the various stages may successfully involve discussion, study, language research and a considerable amount of interaction between teacher and students, and between students themselves so that process writing is handled appropriately it stretches across the whole curriculum.

c. The basic stages in writing process

There are 4 stages in writing process based on Richard and Renandya (2002: 316-319):

1) Planning (Pre-writing)

Pre-writing is any classroom activity that encourages students to write. It stimulates them to get started. This stage, in fact, moves students away from having a blank page to generate idea then to gather information for writing. There are many activities that can be provided in this stage such as group brainstorming, clustering, rapid free writing, and WH-question.

2) Drafting

In this stage, students start to write what they have got from the previous stage. At the drafting stage, students focus more on fluency than accuracy of their writing.

3) Revising

After the drafting stage, students get feedback from teacher or their peer. The feedback will be used to reexamine what was written to see how effectively they have communicated their meaning to the readers. It is not only about the language error, but also about the content and the organization of the ideas.

4) Editing

At this stage, students are preparing for the final draft for evaluating by the teacher. They are tidying up their writing by editing their own or their peer's works. They check about grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive material such as quotation, example and the like.

B. Conceptual Framework

Good writing skill is important in communication. To be able to make a good writing, students need to fulfill some requirements. Students have to use correct grammar, right vocabulary, right punctuation, and good organization.

Having a good writing skill will help students fulfill their writing needs in the future. Considering the reason, students need to learn writing in order they

will have good writing skills. Since writing is important, it includes in the standard competence and basic competence of junior high school as one of four skills that should be mastered. However, students find many difficulties to write in English. The problems are related to grammar, vocabulary, punctuation and sentences organization. This condition is also more complicated because they have low motivation to learn English. To deal with the problems and condition, a writing process is a technique that is expected to provide solution.

The stages in writing process will help students learn to write step by step. It will allow them to start writing from the very beginning step. Students together will get their own words by the theme in the pre-writing stage. In this stage, student can enrich their vocabulary and their idea about the topic.

After they get the topic sentence, they can start to write their draft. In this stage students will learn to organize their sentences in a good order. After they provide writings, there will be a revising stage in which the students will find out which parts of their writings are correct and incorrect. In this stage students have chance to get feedback and to revise their work. Every stage of the techniques will also increase motivation of the students because they can work together with their classmate.

C. Relevant Research Studies

Some studies have been done regarding this technique. Badger and White (1999) state that they have outlined an approach to writing informed by a product, process, and genre view of writing and writing development. The model sees

writing as a series of the stages leading from a particular situation to a text, with the teachers facilitate learners' progress by enabling appropriate input of knowledge and skills.

Another study is The Process Writing Method conducted by Daniel Jarvis(2002). In this article he summarizes Heald-Taylor's Process Writing approach with the addition of illustrations from the writer's experience at the elementary and community college level. In his conclusion he said that process writing will assist students, whatever their ability level, and improve their writing. Reveals that once students understand the process and trust that the teacher will accept and approve their invented symbols and spelling, the ability to write improved dramatically. The key to learn to write is feeling confident in student's abilities. Many students do not enjoy writing because they feel that if they cannot do it correctly in the first time then they will never get it. Learning to write is like learning to do many things together. It requires practice and time. All students are capable to becoming excellent writers if they are given enough practice and time to learn writing. The process writing method values the talents and growth of individual writers and makes them want to continue writing because they feel good about their abilities. The Process Writing method is an approach that has helped them develop many youngsters and adults into wonderful writers.

The last study is The Effectiveness of Using the Process Approach to Teach Writing in Six Hong Kong Primary Classrooms conducted by Belinda Ho (2006). This study found that the process approach seems to be an effective approach. Process writing seems to be a feasible solution to heightening the

writing abilities and confidence of students, especially those who have higher English proficiency and those at the upper primary level.

D. Research Hypothesis

There is significant difference on writing skills of students who are taught using process writing and those who are taught using conventional technique.

BAB III

RESEARCH METHOD

A. Research Design

This study uses quantitative method and belongs to quasi experimental research. According to Johnson and Christensen (2008:41), quantitative research is a research that relies primarily on the collection of quantitative data. Moreover, Johnson and Christensen (2008:41) state that experimental research in which the researcher manipulates the independent variable and is interested in showing cause and effect.

This research involved two groups. They received different teaching treatments, i.e. different technique. Then the difference is at the use of writing process on the teaching of writing descriptive texts. The experimental class was taught by using writing process on the teaching of writing descriptive texts. Meanwhile, the control group was taught without using writing process or using conventional technique such as using text book. The difference between both of the groups may define the significance of treatment (Bell, 2009: 147 Wiersma and Jurs, 2009:165). The design can be illustrated as follows:

Table1: Design of the study

Sample	Class	Pre-test	Treatment	Post-test
S	E	O ¹	X	O ²
S	C	O ¹		O ²

Notes:

S: Sample

E: Experimental

C: Control

O¹: Students' pre-test score

O²: Students' post-test score

In addition, Wiersma and Jurs (2009:1344) also state that experimental research is a research which at least has one independent variable that is deliberately manipulated or varied by the researcher.

Cresswell (2008:299) states that an experiment is a research design in which we can test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. There are also some characteristics of experimental design according to Cresswell (2008:300-310):

1. Random assignment
2. Control over extraneous variables
3. Manipulation of the treatment conditions
4. Outcome measures
5. Group comparisons
6. Threat to validity

B. Research Variable

There are two variables in this research; independent variable and dependent variable. According to Wiersma and Jurs (2009: 34-35) independent

variable can affect the dependent variables. While dependent variable is the variable which depends on independent variable.

In this study, the independent variable is the use of writing process, whereas the dependent variable is the student's writing skill at the second grade of students of SMP N 3 Sentolo, KulonProgo.

C. Population and Sample

1. Research population

According to Bong and Gall in Suharto (2003: 81), population is defined as a whole of participants, events, or things that will be the subjects of the research. The population of the research was the students of grade VIII at SMP N 3 Sentolo in the academy year of 2012/ 2013. It consisted of 6 classes: A, B, C, D, E, and F. There were 32 students for each class.

Class VIII D and E were chosen as the population of the research because of the following reasons; (1) according to the English teacher the class VIII D and E had not get involved in any test or other research so they are allowed to be the research subject, (2) according to the difficulty level, the material and technique were more appropriate for grade VIII junior high school, (3) the previous reason was supported by the syllabus. According to the syllabus, the material was given to the eight grade students in the first semester of 2013/2014 school year.

2. Research sample

A sample is selected in order to study a population more efficiently. According to Arikunto (2006:131), sample is a part that can represent all the

population, as it is part of population from which generalization is taken. The samples of this research were two classes consisting of students in each class. One class for experimental group which taught by using writing process and another class for the control group which was taught without using writing process.

Based on the fact that the population of class VIII consists of 192 students which were divided into six classes, the researcher used the cluster random sampling technique to decide the control and experimental groups.

D. Setting of the Research

The research was conducted in SMP N 3 Sentolo which was located at Kaliagung, Sentolo, KulonProgo, DIY. It was carried out in the second semester of grade VIII, from January to February 2014. It was conducted by adapting the English lesson schedule which means the researcher follow the available schedule.

E. Procedure of the Research

1. Research Instrument

In collecting the data, the researcher used an instrument. There are some criteria for choosing a good instrument based on Creswell (2008:168-169):

- a. The author of the instrument is developed based the recently instrument.
- b. The frequency of the instrument being cited by other author.
- c. The availability of review.
- d. The information about the reliability and validity of the scores from the past used of the instrument.

- e. The procedure for recording data fits the research question/ hypotheses in our study.
- f. The instrument contains accepted scale of measurement.

In this research, the researcher used an instrument called test. The test was used to examine and measure the quality and ability of the students. The test in this research was used to measure the student's achievement after given a treatment. So, the test used in this research is designed to measure the degree of learning that has taken place after being exposed to a specific learning experience (Johnson and Chistensen, 2000: 117). The test was used to measure the writing achievement of students, the form of the test was a writing test. This kind of test required the students to write a descriptive text based on the instruction given. The result was used to describe the significance and differences of achievement of the students taught by using writing process and those taught without writing process.

The instrument was developed based on the syllabus and the standard of competencies of English lesson in writing skill for the second grade of SMP 3 Sentolo in the second semester.

2. Validity and Reliability of the instrument

According to Creswell (2008:169) validity of the instrument is the score of the learners/ research subject that make sense and are meaningful for the researcher to make a good conclusion from the sample of the population.

There are two kinds of validity; they are content validity and construct validity. The content validity assesses whether the instrument items are related or not to the material which taught. As stated by Tuckman (1988: 176), a test is an

attempt to determine the ability of an individual in actual situation, but rather than placing individual based on test result. A test is used to determine performance in the total set of situations. As a result, the test that is representative of what students get in the learning process should consider the content validity.

In this research, researcher conducted content validity. The instrument of this research was developed based on the syllabus and the Standard of Competence and Basic Competence of SMP grade eight. The tests used as the pre-test and the post-test were made based on the material taught. The standard of competence is students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.

Whereas, reliability based on Creswell (2008:169) is the stable and consistence of the individuals' score. There are some factors which can cause unreliable data i.e.; questions on the instrument are ambiguous, procedures of the test administration vary and are not standardized, participants are fatigued, are nervous, misinterpret questions, or guess on tests Rudner in Creswell (2008:169).

In this study, the researcher employed inter-rater reliability to obtain by using correlation coefficient between two classes (Interclass Correlation Coefficient). It involved an assessment made by two individuals, i.e.: the English teacher as the first rater and the researcher as the second rater.

In this research, validity and reliability were bound together in a complex way. Validity was more covering term, while the reliability was easier to understand as it was a measure of consistency. It could be drawn as if the scores

are not reliable; they were not valid because the scores need to be stable and consistent first before it could be meaningful. It can be concluded that the more reliable the score, the more valid the score is.

3. Data collection technique

The data was collected by using a writing test. The test was employed to find out the scores of the students writing. The researcher gave the students a pretest and a post-test. The pre-test was conducted before the treatment while the posttest was conducted after the treatment. The treatment was only given to the experimental group while the control group is not. The experimental and the control group were given the same pre-test and post-test.

F. Data Analysis Technique

1. Descriptive analysis

Descriptive analysis employs the results of the mean and the standard deviation.

a. Mean

According to Creswell (2008:192) mean is total of the scores divided by the number of scores. The mean is the same as the average of score.

b. Standard deviation

Hatch and Farhady (1982: 57) state that the standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

c. Categorization

The categorization of the score obtained by student is made to find out the level of students writing ability. The students' writing score categorization of writing ability is based on the ideal score. The ideal score is found by using the ideal mean (X_i) and the ideal standard deviation (S_i). According to Nurgiyantoro (2001) the ideal mean score is 60% from the maximum score and the ideal standard deviation is $\frac{1}{4}$ from ideal mean.

Ideal Mean Score (X_i): $\frac{60}{100} \times \text{maximum score}$

Ideal SD (S_i): $\frac{1}{4} \times X_i$

Table 2. Categorization

Score Scale	Five Scale	
	E- A	Range
$>X+1,5 S$	A	Very Good
$X + 1,5 S$	B	Good
$X + 0,5 S$	C	Fair
$X - 0,5 S$	D	Poor
$X - 1,5 S$	E	Very Poor

After the ideal mean score (M_i) and ideal standard deviation score (SD_i) are inserted in table above, the score categorization that used as the standard of scoring the level of reading comprehension of the students in this research is stated below;

Table 3. Score Categorization of Pre-test and Post-test Instruments

Score Scale	Five Scale	
	E- A	Range
> 82.5	A	Very Good
67.6 – 82.5	B	Good
53.6 – 67.5	C	Fair
37.6 – 52.5	D	Poor
10.0 – 37.5	E	Very Poor

2. Inferential analysis

a. Normality test

The normality test is used to know whether the data distribution is normal or not. Furthermore, the researcher used *Komolgorov-Smirnov* formula. According to Siegel in Prameswari (2010: 47-48), one sample test *Komolgorov-Smirnov* is *goodness-of-fit*. This means that the point which is focused is the concord between the distribution of observed scores and the certain theoretical distribution.

b. Homogeneity test

According to Sugiyono (2005: 164), the homogeneity test is used to know whether the sample taken has the same variance and does not show the significant differences among data.

c. Hypothesis testing

According to Creswell hypothesis testing is a procedure for deciding the result by comparing the sample's score to the population score to determine there is no difference or relationship between the scores.

In order to test the hypothesis, the analysis of covariance (ANCOVA) test is used to know the influence of using group work on speaking class. Gall and

Borg in Suharto (2003:309) stated that ANCOVA is used to control the initial differences between groups before a comparison of the within groups variance and between variance is made. The researcher puts the consideration of another variable that might have an influence on this research. The other variable used in this research on the one that is called the covariate is the pre-test scores of the students. The pre-test scores are considered to reflect the students' writing ability before the treatment. The covariate was used to control the effect on the writing skill. This analyzed is done by using the SPSS version 16.00 for Windows computation program.

- 1). $H_0: \mu_1 = \mu_2$: There is no significant difference in the writing skill between students taught using writing process and those taught without writing process activities.
- 2). $H_a: \mu_1 \neq \mu_2$: There is a significant difference in the writing skill between students taught using writing process and those taught without writing process activities.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study is a quasi experimental study which aimed to investigate whether there was a significant difference in English writing skills between the students who were taught using writing process and those who were taught without using writing process.

There were an experimental class and a control class in this study. Moreover, both of the classes were given a pre-test and a post-test. In the experimental class, the pre-test was conducted before the treatment, whereas the post-test was done after the treatment. On the other hand, in the control class the similar test was conducted; however, the control class taught was without writing process.

In this chapter, the researcher presents the result of the descriptive analysis, the inferential analysis, the interpretation and discussion. The descriptive analysis describes the result of the test. The inferential analysis answers the question of the formulation of the problem, the interpretation shows the data findings, and the discussion describes the result of the hypothesis testing. To process the data, the researcher used *SPSS 16 for Windows* computer program.

A. Descriptive Analysis

The descriptive analysis describes the result of the tests. Both the pre-test and the post-test were used in this study. In this study, the researcher used a writing task. The sample of the study was 64 students, comprising 32 students of the experimental class and the rest 32 students of the control class.

1. Pre-Test

a. The description of the Pre-Test

In the pre-test, both of control and experimental class students were given a task. Both of the groups were asked to write a descriptive text individually. The result of the test is explained below:

b. The Description of the Pre-Test Scores on the Writing skill of the Control Class

The data obtained from the pre-test given to the control class showed that the minimum score was 56.5 and the maximum score was 76.0. Moreover, the mean was 69.30, and the standard deviation was 4.95. The results of the data analysis are presented in the following table.

Table 4. Descriptive Statistics of the Control Class in the Pre-Test

	N	Min	Max	Mean	Std. Deviation
Pre-test of the control class	32	56.50	76.00	69.2969	4.95278

In addition, the pre-test data of the control class were described on the score criteria. There were five categories to classify the scores i.e *very good*, *good*, *fair*, *poor*, and *very poor*.

In reference to the pre-test score of the control class, the categorization of students' writing skill is presented in the following table:

Table 5. Categorization of the Control Class in the Pre-Test

No	Interval	Frequencies	F (%)	Category
1	>82.5			Very Good
2	67.6 – 82.5	22	68.75	Good
3	53.6 – 67.5	10	31.25	Fair
4	37.6 – 52.5			Poor
5	1.00 – 37.5			Very Poor

This table shows that there were 22 respondents who were classified into the *good* category. Then, 10 respondents were classified into the *fair* category. Therefore, no respondent was categorized into very good, poor and very poor categories.

This table also shows that the highest frequency is in the *good* category. The percentage the *good* category of the pre-test of the control class is 68.75 % while the percentage of the fair category is 31.25%. It meant that the score of the pre-test on the writing skill of the control class was categorized into the *good* category. So, it can be concluded that the students in the control class have good writing skill.

c. The Description of the Pre-Test Scores on the Writing skill of the Experimental Class

Furthermore, the data obtained from the pre-test given to the experimental class show that the minimum score was 55.5 and the maximum score was 76.0. The standard deviation was 6.13918. The result of the data analysis is presented on the table below.

Table 6.Descriptive Statistics of the Experimental Class in the Pre-Test

	N	Min	Max	Mean	Std. Deviation
Pre-test experimental class	32	55.50	76.00	67.5625	6.13918

In reference to the pre-test score of experimental class, the categorization of students' writing skill is presented on the table below:

Table 7. Categorization of the Experimental Class in the Pre-Test

No	Interval	Frequencies	F (%)	Category
1	> 82.5			Very Good
2	67.6 – 82.5	18	56.25	Good
3	53.6 – 67.5	14	43.75	Fair
4	37.6 – 52.5			Poor
5	1.00 – 37.5			Very Poor

Table 7 displays that there are 18 respondents who are classified into the good category and 14 respondents are classified into the fair category. No respondent is classified into very good, poor and very poor categories.

This table also shows that the highest frequency was in the *good* category. The percentage the good category of the pre-test of the control class was 56.25 % while the fair category is 43.75%. It meant that the score of the pre-test on the writing skill of the control class was categorized into the good category. So, it can be concluded that the students in the control class had good writing skill.

d. Comparison between the Pre-test Scores on the Writing Skill of the Control and Experimental Classes

In this part, both pre-test scores were described based on the results of the test that were conducted by the researcher. The comparison between the pre-test scores of the experimental class and the control class is presented in the following table.

Table 8. Comparison Data of the Students' achievement Test Scores between the Experimental and Control Classes in the Pre-Test

	N	Min	Max	Mean	Std. Deviation
Pre-test control class	32	56.5	76.0	69.2969	4.95278
Pre-test experimental class	32	55.5	76.0	67.5625	6.13918

Table 8 shows that the mean on the control class was 69.30, while that in the experimental class was 67.56. It means that the mean of experimental class was lower than that of the control class; however the mean difference was not quite significant.

However, the mean of the pre-test of experimental class was lower than that of the control class, i.e. $67.56 < 69.30$, both classes are classified into the *good* category. It was shown in Table 8 that the highest frequency of the pre-test scores of the experimental class (76.0) and the highest score of the pre-test scores of the control class (76.0) were categorized into the *good* category. So, it can be concluded that the students' writing skill of both classes was classified into the good level.

2. Post-Test

a. The Description of the Post-Test

In the post-test there were three situations given; the situations were written in a piece of paper then the students took a situation randomly. The student from both group were asked to write a descriptive text individually. It could be seen that the students of the experimental class have higher ability in writing. It can be seen from the explanation that presented below.

b. The description of the Post-Test Scores on the Writing skill of the Control class

The data obtained from the pre-test given to the control class shows the minimum score was 64.50 and the maximum score is 82.0. Moreover, the mean was 71.94 and the standard deviation was 5.17. The results of the data analysis are presented in the table of the descriptive analysis shown below.

Table 9. Descriptive Statistics of the Control Class in the Post-Test

	N	Min	Max	Mean	Std. Deviation
Post-test control	32	64.50	82.00	71.9375	5.17399

Furthermore, the pre-pest data of the control class were described on the score criteria. There were five categories to classify the scores such as very good, good, fair, poor, and very poor.

In reference to the post-test score of the control class, the categorization of students' writing skill is presented in the following table:

Table 10. Categorization of the Control Class in the Post-Test

No	Interval	Frequencies	F (%)	Category
1	> 82.5			Very Good
2	67.6 – 82.5	22	68.75	Good
3	53.6 – 67.5	10	31.25	Fair
4	37.6 – 52.5			Poor
5	1.00 – 37.5			Very Poor

This table shows that there were 22 respondents who were classified into the good category. Then, 10 respondents were classified into good category.

Therefore, no respondent was categorized into very good, poor and very poor categories.

This table also shows that the highest score frequency in good category that is 6875% while the percentage fair category is 31.25%. The mean value of the post-test of the control class was 71.94. It means that the score of the post-test on writing skill of control class was categorized into the good category. So, it can be concluded that the students on the control class had good writing skill.

c. The Description of the Post-Test Scores on the Writing skill of the Experimental Class

The data obtained from the post-test given to the experimental class show that the minimum score was 64.5 and the maximum score was 85.0. The mean was 76.06, and the standard deviation was 6.74. The result of the data analysis is presented on the table below.

Table 11. Descriptive Statistics of the Experimental Class in the Post-Test

	N	Min	Max	Mean	Std. Deviation
Post-test experimental class	32	64.50	85.00	76.0625	6.73909

Furthermore, in reference to the post-test score of experimental class, the categorization of students' writing skill is presented on the table below.

Table 12. Categorization of the Experimental Class in the Post-Test

No	Interval	Frequencies	F (%)	Category
1	> 82.5	8	25.00	Very Good
2	67.6 – 82.5	18	56.25	Good
3	53.6 – 67.5	6	18.75	Fair
4	37.6 – 52.5			Poor
5	1.00 – 37.5			Very Poor

Table 12 displays that there were 8 respondents who were classified into the very good category, 18 respondents were classified into the good category and 6 respondents were classified into fair category. No respondent was classified into poor and very poor categories.

In addition, Table 10 shows that the highest frequency (56.25%) was in the good category. 18.75 respondent were classified into fair category then 25.0% respondents were classified into very good category. The mean value of the pre-test of the experimental class was 76.1. It means that the score of the pre-test of writing skill of the experimental class was categorized into in the good category.

d. Comparison between the post-test scores on writing skill of the control and the experimental classes

The result of the students' post test scores in both classes are described in this part. The comparison between the post-test scores of the control and experimental class are presented in the following table.

Table 13. Comparison Data of the Students' achievement Test Scores between the Experimental and Control Classes in the Post-Test

	N	Min	Max	Mean	Std. Deviation
Post test control class	32	64.50	82.00	71.9375	5.17399
Post-test experimental class	32	64.50	85.00	76.0625	6.73909

Table 13 shows that there was an increase of the mean scores of the experimental class and the control. It can be concluded that the increase of the mean on the experimental class was higher than that of the control class.

The mean score of the experimental class was higher than that of the control class, i.e. $76.0625 > 71.9375$. Also, both of the classes were classified into the good category. It was showed in the table that the highest scores of the post-test score of the experimental class, which the 22 respondents were categorized into the good category. Also, based on Table 13 the highest scores of the post-test score in the control class, which was of 18 respondents, were categorized into a good category. So, it can be concluded that the students' writing skill of both classes was in good category.

B. Inferential Analysis

1. Pre-Testing analysis

Pre-testing should be done before the researcher made a hypothesis. It consisted of two parts: the normality test and the homogeneity test. The normality test was used to examine whether the data scores show the normal distribution. Furthermore, the homogeneity test was used to see whether the samples' variance is homogeneous or not. The results are presented as follows.

a. Normality test

- b. The test of normality is aimed at finding out whether the data of the scores shows the normal distribution. To the test normality, the researcher employed Kolmogorov-Smirnov. Theoretically, in the pre-testing analysis, if the value is greater than α (0.05), the data have a normal distribution (Imam Ghazali, 2009:151). However, if it is lower than 0.05, the data are not in a normal distribution. The following table presents the result of the normality test of students' writing ability.

Table 14. The Result of the Normality Test of Students Writing Ability

	Kolmogorov-Smirnov ^a		
	Statistics	Df	Sig.
Pre	.105	64	.076
Post	.105	64	.079

Table 14 shows that the values of the pre-test of both experimental and control classes were greater than 0.05. It meant that the data of the pre-test of both classes were in the normal distribution.

c. Homogeneity Test

The homogeneity test is used to examine whether the sample variance is homogenous or not. In this study, the researcher used this test to examine the homogeneity of the pre-test and post-test data of both classes. In the pre-testing analysis, if the value is greater than 0.05, the sample is homogenous. The result of the homogeneity test of the post-test of the control and the experimental class is presented in the following table.

Table 15. The Result of the Homogeneity Test of students writing ability

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre	2.057	1	62	.157
Post	2.767	1	62	.101

Table.13 showed that the significant value of variance of the homogeneity test was more than 0,05. It meant that the sample variance of the writing skill test in control and experimental classes was homogenous.

2. Hypothesis testing

The hypothesis testing is aimed at revealing whether there is a significant difference on the writing skill between the students taught by using a writing process activity and those who are not taught without using a writing process. First, the hypothesis must be changed into the null hypothesis (H_0) before the hypothesis is rejected or accepted. Absolutely, the null hypothesis is “There is no significant difference on students’ writing skill between students taught using writing process activities and students taught without using writing process activities”.

In this study, the researcher used SPSS 16 computer program to analyze the data. The ANCOVA test was employed to test the hypothesis because the scores of both the pre-test and the post-test and the mean score of both classes were different. Theoretically, in the hypothesis testing, the hypothesis is accepted if the significance of value is lower than 0.05. The result of the ANCOVA is presented in the following table.

Table 16. The Result of the Hypothesis testing of students writing ability**Tests of Between-Subjects Effects**

Dependent Variable: post

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1576.731 ^a	2	788.366	51.529	.000
Intercept	128.576	1	128.576	8.404	.005
Pre	1304.481	1	1304.481	85.263	.000
Teknik	481.071	1	481.071	31.444	.000
Error	933.269	61	15.299		
Total	352974.000	64			
Corrected Total	2510.000	63			

a. R Squared = .628 (Adjusted R Squared = .616)

From the table above it can be seen that the significant is 0,00. Because $\text{Sig} < 0,00$ so H_0 is rejected. It meant that there is a significance differences on students' achievement between control and experimental classes.

It meant that the use of writing process activities shows a significant difference on the students' writing skill seen from the result of the post-test after controlling students' pre-test scores. In addition, it can be said that the use of writing process activities had a significant influence on the students' writing skill.

C. Interpretation

In this part, the researcher presented the interpretations of the findings. Some results were found and examined by the researcher. Based on the analysis, it was found that there is a significant difference on students' writing skill between those who were taught by using writing process activities and those who did not.

Before the treatment was given, both classes did a pre-test which consisted of one task. It was conducted to know whether there was a significant difference on students' writing skill between the control and experimental classes or not. Furthermore, the ANCOVA result shows that the students of the control class had same ability with the students of the experimental class in writing.

Besides, the researcher also observed the students' writing learning process of both classes while doing the pre-test. The students of the two classes had the same difficulties in writing; they experienced difficulty in expressing ideas, and had limitation of vocabularies, and had limited knowledge about grammar. In addition, the researcher interviewed the teacher to get information whether the teacher of those classes used the same media, materials, methods, and the techniques in teaching writing in the control class and the experimental class or not. It meant that the students of those classes had the same ability on their writing skill, as well as the same learning experiences.

After the treatment was given to the experimental class, the post-test was conducted in both classes. It was aimed to know the improvement of those classes, especially for the experimental class which was taught using the writing process activities. The improvement of the writing skill could be seen from the mean scores of the post-test of the experimental and the control classes. In fact, both classes show the improvement on their writing skill with difference in the gain scores of pre-test to post-test it can show from F or sign. score = $0.000 < \alpha = 0.05$, it means that there is a significant difference on students' achievement between control and experimental classes.

The sample variances were homogeneous and the data in a normal distribution. This was proven through for distribution of normality with the probabilities that were greater than 0.05. The homogeneity of the variance was then performed. The analysis of the homogeneity of variance shows that the population was drawn from a homogeneous variance with the probability which is greater than 0.05.

The improvement of the experimental group was due to the different treatment. The treatment was the use of writing process to teach writing in the experimental class. It was proved that the teaching and learning process of writing in experimental class has the same objectives of the study, method, materials, and the teacher with the control class. Both classes used descriptive text as their material. In addition, the learning activity in both classes consists of four phases; they are Building Knowledge of the Field, Modeling of Text, Joint Construction of the text, and Independent Construction of the Text.

The use of writing process was applied in the experimental class in every phase, except the Independent Construction of the Text. The students learnt how to write step by step according to the writing process. In the Building Knowledge of the Field and Modeling of Text, they began to brainstorm the vocabulary related to the text. The writing process was also applied on the Joint Construction of the Text phase. Students were asked to write what the picture described in groups. In this stage drafting and revising were done. In addition, on the Independent Construction of the text phase, the students were given a writing test that they had to write a descriptive text individually.

There was no writing process applied in the Building Knowledge of the Text, Modeling of the Text, Joint Construction and Independent Construction of the Text in the control class. Finally, on Independent Construction of the Text, the students were asked to write a descriptive text individually.

The atmosphere of the teaching and learning process in the experimental class was pleasant. The students in the class were motivated, active, and enthusiastic to be engaged in learning and writing process. However, the students looked so bored and uninspired in control class. This condition absolutely reduced attention and concentration of the students in the learning and writing process.

Based on the explanations that had been presented above, it is clear that there is a difference between two classes. The enthusiasm shown in the experimental class is not shown in the control class. In the experimental class, students were more relaxed and enthusiastic in expressing their ideas. The classroom atmosphere was more fun so that they easily capture the materials provided.

So, it can be concluded that the using of writing process activities contributed positively to the teaching and learning writing process. It was also shown that there was a significant difference in the mean scores of the post-test in the experimental class and the control class. The mean score of the post-test of the experimental class was higher than the mean score of the post-test in the control class, i.e. $85.0 > 82.0$. So, the experimental class learning achievement was higher than that of the control class.

Furthermore, the result of the ANCOVA shows that the value of the significance was lower than 0.05. It meant that there was a significant difference in the post-test scores between classes after the experimental class was given a treatment. It showed clearly that the writing process activities gave a significant difference on students' writing skill. In fact, the use of writing process activities also gave a positive atmosphere in improving students' writing skill. So, the hypothesis that had been stated in this study was accepted, whereas the null hypothesis was rejected.

D. Discussion

Writing skills include abilities in which learners should develop and have in using language to communicate ideas, knowledge and information in ones' mind to others and to respond to the others' ideas in the interaction process based on the certain context in which the language was used. The teacher has to provide students with the technique which is able to motivate them to develop their writing skills, so that they can communicate intelligibly, reasonably, and accurately in everyday life. In this case, writing process activities enable students to learn the real use of language by interaction and discussion with their friend.

Through writing practices using writing process activities, the students' writing skill in the class VIII D of SMPN 3 Sentolo can be improved. Another improvement that can be seen from the experimental class was the students were motivated on their writing process. As a result, the students could learn without any pressure and the got involve in the learning writing process.

These facts were different from those in the control class that taught without using writing process activities, but the materials, teacher, and media were the same as the experimental class. The students tended to spend much time in exploring their ideas orally. They were lack of enthusiasm and motivation on engganged in their writing. The students had limited vocabularies and confidence so that they hard to produce a text by themselves.

From the explanation above, it can be concluded that the use of writing process activities is effective to be employed in teaching and learning writing for students of junior high school. Furthermore, this was shown by the categorization of the pre-test scores of both experimental and control class before the treatment was given (see Table 6 and 8) which classified into the good category. Also, the mean score of the control class was higher than the experimental class. Furthermore, based the post-test score in Table 11, it can be seen that the control class and experiment are still classified into the good category, but the mean of the experimental class was higher than mean of control class. It means that the use of writing process activities as the treatment can significantly improve the students' writing skill.

Moreover, the result of ANCOVA shows that the significance of value was lower than the significance of the study. It means that there is a significant difference on the students' writing skill between students who are taught using writing process activities and those who were taught without using writing process activities. Finally, the hypothesis "there is a significant difference on the

students' writing skill between students who are taught using writing process and those who are taught without using writing process" is accepted.

Apart from this study finding, the aims of the teaching writing that stated in the teaching syllabus of the eighth grade students of SMP N 3 Sentolo, both in experimental class and control class were obtained. The aims were in line with those stated in 2006 curriculum which stated that on the functional level, students are able to create some monologue short functional texts and essays in the form of descriptive text. It was proved by students of those classes could express or could produce descriptive text orderly, grammatically and correctly.

BAB V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is divided into three parts: conclusions, implications, and suggestions from the research finding. Those sections are presented as follows.

A. Conclusion

As stated in the formulation of the problems in the previous chapter, this study aimed at finding whether there is a significant difference on writing skill between students who were taught by writing process and those are taught without using writing process.

Based on the research findings and the discussion on the previous chapter, the researcher proposes some conclusions as follows.

1. The students who were taught using writing process had good writing skills.
After the treatment was given, the mean score of the post-test of the experimental class was 76.06.
2. The students who were not taught using writing process had good writing skills. The mean score of the posttest of the control class after the treatment was given was 71.94.
3. There was a significant difference in the writing skill between students who were taught using writing process and those taught without using writing process, the significant value of 0.000 was less than the significant level of 0.05 ($F = 31.590$).

4. In this case, writing process had big influence on the students' writing skill because when they were taught with process of writing, they discussed and interacted. They were more interesting in writing a text.

B. Implications

The implications were drawn from the research finding. The researcher came with a finding that there was a significant difference on the students' writing achievement between the students who were taught by using writing process and those who were not taught without using writing process. Moreover, this research implies that the use of writing process is needed in the teaching writing.

Considering the conclusions drawn above, it implies that the use of writing process activities was capable to promote the improvement of students' writing skill in which it can be seen from the progress of the students' writing scores after given a treatment using writing process.

Students were motivated and relaxed in the learning writing when they were taught using writing process. Therefore, it implies that the use of writing process can keep the students' interest and help them to explore and share their ideas into the written form so that the students are able to produce a written descriptive text.

Through the use of writing process, the teachers can emphasize a communicative aspect in teaching and learning process of writing. It is proposed to help the students accomplish the material concepts well by themselves so that the teacher learning-centered can be avoided.

In summary, the use of writing process during the research improved the students' achievement in their writing skill. Therefore, the application of using writing process needed to apply continuously in teaching writing. It is because the use of writing process can be an effective classroom activity to help the students practice writing and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestions

Based on the conclusions and the implications of the research, the researcher proposes some suggestions for the following parties: teachers, students of English Departement of Yogyakarta State University, and students of Junior High School.

1. English teacher

In the teaching learning of writing, an English teacher needs to be more selective in choosing an appropriate technique which can improve motivation and fun atmosphere students. The technique chosen has to overcome students' difficulty in writing and build students' writing ability. It has to motivate, stimulate and improve students' writing ability.

2. The Students of English Department

English students can further investigate the advantages of writing process as learning technique and teaching the other English macro skills.

3. For Students

Through the use of writing process in the teaching writing, it is expected that the students are able to express ideas by writing a text. In addition, it is also

expected that they will be highly motivated to engaged in writing learning process. At last using writing process is expected to help students to improve their writing skill.

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A. Reliability

1. Reliability (pre-test control class)

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df 1	df 2	Sig.
Single Measures	.772 ^b	.583	.882	7.771	31.0	31	.000
Average Measures	.871 ^c	.736	.937	7.771	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

2. Reliability (post-test control class)

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.841	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df 1	df 2	Sig.
Single Measures	.726 ^b	.509	.856	6.300	31.0	31	.000
Average Measures	.841 ^c	.675	.923	6.300	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

3. Reliability pre-test experimental class

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.911	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df 1	df 2	Sig.
Single Measures	.836 ^b	.691	.917	11.211	31.0	31	.000
Average Measures	.911 ^c	.817	.956	11.211	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

4. Reliability post-test experimental class

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.923	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df 1	df 2	Sig.
Single Measures	.857 ^b	.727	.927	12.950	31.0	31	.000
Average Measures	.923 ^c	.842	.962	12.950	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b. The estimator is the same, whether the interaction effect is present or not.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

B. Normality test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre	.105	64	.076	.938	64	.003
post	.105	64	.079	.941	64	.004

a. Lilliefors Significance Correction

C. Homogeneity

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre	2.057	1	62	.157
post	2.767	1	62	.101

D. Categorization

Table 2. Categorization

Score Scale	Five Scale	
	E- A	Range
>X+1,5 S	A	Very Good

X + 1,5 S	B	Good
X + 0,5 S	C	Fair
X – 0,5 S	D	Poor
X – 1,5 S	E	Very Poor

E. Descriptive Analysis

1. Control Class

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Pre	control	32	100.0%	0	.0%	32	100.0%
	eksperimental	32	100.0%	0	.0%	32	100.0%

Descriptives

Teknik			Statistic	Std. Error
Pre	control	Mean	69.2969	.87554
		95% Confidence Lower Bound	67.5112	
		Interval for Mean		
		Upper Bound	71.0825	
		5% Trimmed Mean	69.6146	
		Median	70.0000	
		Variance	24.530	
		Std. Deviation	4.95278	
		Minimum	56.50	
		Maximum	76.00	
		Range	19.50	
		Interquartile Range	5.50	
		Skewness	-.989	.414
		Kurtosis	.671	.809
	eksperimental	Mean	67.5625	1.08526
		95% Confidence Lower Bound	65.3491	
		Interval for Mean		
		Upper Bound	69.7759	
		5% Trimmed Mean	67.7118	
		Median	67.0000	

Variance	37.690	
Std. Deviation	6.13918	
Minimum	55.50	
Maximum	76.00	
Range	20.50	
Interquartile Range	12.38	
Skewness	-.179	.414
Kurtosis	-1.164	.809

2. experimental class

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre	64	100.0%	0	.0%	64	100.0%
Post	64	100.0%	0	.0%	64	100.0%

Descriptives

		Statistic	Std. Error
Pre	Mean	68.4297	.70022
	95% Confidence Lower Bound	67.0304	
	Interval for Mean		
	Upper Bound	69.8290	
	5% Trimmed Mean	68.6580	
	Median	68.7500	
	Variance	31.380	
	Std. Deviation	5.60178	
	Minimum	55.50	
	Maximum	76.00	
	Range	20.50	
	Interquartile Range	7.88	
	Skewness	-.536	.299
	Kurtosis	-.665	.590
Post	Mean	74.0000	.78900

95% Confidence Interval for Mean	Lower Bound	72.4233	
	Upper Bound	75.5767	
5% Trimmed Mean		73.9358	
Median		74.2500	
Variance		39.841	
Std. Deviation		6.31199	
Minimum		64.50	
Maximum		85.00	
Range		20.50	
Interquartile Range		11.38	
Skewness		.096	.299
Kurtosis		-1.258	.590

F. ANCOVA

Between-Subjects Factors

	Value Label	N
Te 1	Control	32
kn 2	eksperiment	32
ik	al	

Tests of Between-Subjects Effects

Dependent Variable:post

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1576.731 ^a	2	788.366	51.529	.000
Intercept	128.576	1	128.576	8.404	.005
Pre	1304.481	1	1304.481	85.263	.000
Teknik	481.071	1	481.071	31.444	.000
Error	933.269	61	15.299		
Total	352974.000	64			
Corrected Total	2510.000	63			

a. R Squared = .628 (Adjusted R Squared = .616)

LESSON PLAN I

School : SMP N 3 Sentolo

Grade/ semester : VIII/ 2

Subject : English

Skill : Writing

Time Allocation : 4 x 10

A. Standard of Competence

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment

B. Basic Competencies

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment in accurate, fluent and appropriate ways

C. Indicators:

1. Identify the generic structure of descriptive texts.
2. Identify the language features of descriptive texts.
3. The students are able to complete a blank paragraphs of a descriptive text

D. Learning Objectives

After learning trough several activities, the students are able:

1. Understand the meanings, the linguistic features, and the text structure of written descriptive.
2. Work cooperatively in doing exercises in a group or pair.

3. Complete a blank paragraph in the form of descriptive text

E. Learning Material

1. Descriptive text
2. Vocabulary related to the text
3. Picture related to the text
4. Rhetoric step of descriptive text
5. Adjective which used to describe things

F. Teaching Method

Genre base

G. Learning Activities

1. Opening
 - a. Praying
 - b. State the objective of the study
 - c. Decide the learning activities
2. Main Activities
 - a. BKOF (Building Knowledge of Field)
 - 1) Answer teacher's question related to the notion of descriptive.
 - 2) Based on their knowledge, student mention example of descriptive text.
 - 3) Share picture about things, describe them in simple way
 - 4) Discuss some adjectives that can be used to describe things.
 - b. MOT (Modeling of Text)
 - 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.
 - 2) Discuss the grammatical features of a descriptive text.
 - 3) Teacher gives some pictures.

- 4) Do an exercise by describing things based on the picture given.
- c. JOT (Join Construction of text)
 - 1) Teacher gives some picture to describe in group of three.
 - 2) In pair, student do the next exercise.
- d. ICOT (Independent Construction of Text)
3. Complete a text with describing the shoes!
4. Closing
 - a. Summarize the learning materials with teacher's assistance.
 - b. Reflect on the learning activities with teacher's assistance.
 - c. Pay attention to feedback given by the teacher

H. Sources and Material

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/ MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,.



I. Evaluation

- a. Technique: write a short functional texts in the form of descriptive text
- b. Form: written test
- c. Evaluation Instrument:
Individually, write a description about your favorite pet!
- d. Pedoman penilaian
 1. Total max score $20 \times 5 = 100$
 2. Max score = 100

LEARNING MATERIAL

1. BKOF

Study the following object carefully. Write the description of each object. Look at the example.

	Chair	
It is a purple bucket.		

NOTES

It is a **purple** bucket.

I have a **new red** bag.

He has a **plastict** pencil case.

The words in bold in the sentences above are called adjective. They are used to describe things. You can

Adjective				Thing
Size	Age	Color	Material	
Big	Old	Black	Wooden	Table
Small	New	White	Plastic	Basket
Large		Silver	Aluminum	Box
		Green	Iron	Chair
		Red		
		Yellow		
		Blue		
		Purple		

2. MOT

- There is a memo from Putri for her mom. Read it carefully then answer the question below.

<p><i>Memo</i></p> <p><i>Mom, I borrowed your clutch bag. The one with black suede color and two side pockets. I need it for Bima's birthday party tonight. Thank you so much!</i></p> <p style="text-align: right;"><i>Putri</i></p>
--

- Where is Putri going?
- Which bag did Putri borrow from her mother? Describe.

- Describe the following object with your partner. Look at the example.

No	Picture	Description
----	---------	-------------

1		It is an antique red lantern.
2		
3		
4	Lemari	
5		

6		
---	---	--

3. JCOT

a. Ask three of your classmate to describe things they have in their bag.

Name	Thing in her/ his bag	Description
Adi	<ul style="list-style-type: none"> - book - hat - wallet 	<ul style="list-style-type: none"> - It is thick grey boo. - It is a new white hat. - It is an old black wallet.

b. Ask your friend what is her/ his favorite thing in her/ his bag, describe it.

Name	His/ her favourite things	Description
		<ul style="list-style-type: none"> - - -

4. ICOT

Complete the following memo based on the given situation.

You borrow your uncle's shoes for playing football. Describe the shoes

Memo

Uncle Coky, I ...

.....

.....

Thank you so much!

Pendi

LESSON PLAN 2

School : SMP N 3 Sentolo

Grade/ semester : VIII/ I

Subject : English

Skill : Writing

Time Allocation :

A. Standard of Competence

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment

B. Basic Competencies

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment in accurate, fluent and appropriate ways

C. Indicators:

1. Identify the generic structure of descriptive texts.
2. Identify the language features of descriptive texts.

D. Learning Objectives

After learning through several activities, the students are able:

1. Understand the meanings, the linguistic features, and the text structure of written descriptive.
2. Create written descriptive using the appropriate linguistic features and text structure.
3. Work cooperatively in doing exercises in a group or pair.

E. Learning Material

1. Descriptive text
2. Vocabulary related to the text

3. Picture related to the text

F. Teaching Method

Genre base

G. Learning Activities

1. Opening
 - a. Praying
 - b. State the objective of the study
 - c. Decide the learning activities
2. Main Activities
 - a. BKOF (Building Knowledge of Field)
 - 1) Answer teacher's question related to the notion of descriptive.
 - 2) Based on their knowledge, student mention example of descriptive text.
 - 3) Share picture about some people, describe them in simple way
 - b. MOT (Modeling of Text)
 - 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.
 - 2) Discuss the grammatical features of a descriptive text.
 - c. JOT (Join Construction of text)
 - 1) Teacher gives some picture.
 - 2) Write a descriptive text by choosing one of the topics given in pairs.
 - d. ICOT (Independent Construction of Text)
 - 1) Write a descriptive text about students' idol
3. Closing
 - a. Summarize the learning materials with teacher's assistance.
 - b. Reflect on the learning activities with teacher's assistance.
 - c. Pay attention to feedback given by the teacher

H. Sources and Material

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/ MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,.







I. Evaluation

- a. Technique: write a short functional texts in the form of descriptive text
- b. Form: written test
- c. Evaluation Instrument:
Individually, write a description about your favorite idol!
- d. Pedoman penilaian
 1. Total max score $20 \times 5 = 10$
 2. Max score = 100

LEARNING MATERIAL

1. BKOF

Look at the following picture. Do you know them? Who and what are they? How do they look like? Write your answer in the table.

 <p>a. Robert Patinson</p>	 <p>b. Syahrini</p>	 <p>c. Al Ghozali</p>
 <p>d. Kiki CJR</p>	 <p>e. Raditya Dika</p>	 <p>f. Katy Pery</p>

a.	Robert Patinson	Actor, tall, handsome
b.		
c.		
d.		
e.		

2. MOT

actor (n) :

appearance (n):

age (n) :

friendly (adj) :

full (adj) :

muscular (adj) :

role (n) :

straight (adj) :



Tobey Macquire

Tobey Macquire

Tobey Macquire is an American 1) actor. His 2) name is Tobias Vincet Maquir. He is known for his 3) as Peter Parker/ Spider-man in Spider-man film series. He stands about 172 cm. Beside, he has a 4) body that can really figure a super hero. He has big round 5) and black 6)... hair. His physical 7) really supports his role as a super hero. Moreover, he is very 8) that makes him loveable.

NOTES:

Description are ussually organized to include:

- an introduction to subject of the description
- characteristic feature of the subject, e.g, physical appearance, qualities, habitual behaviour, significant attribute.


The common grammatical patterns of description include:

- use a particular nouns, e.g, an actor, an animal

3. JCOT

Look at the picture. Work in group of four and describe the physical appearance.

Look at the example.

No		Physical appearance
1		<ul style="list-style-type: none"> - black hair - oval face - handsome
2		
3		

4		
5		

4. ICOT

You must have idol, it can be actor, actress, politician, or ect. Make a description about your idol.

LESSON PLAN III

School : SMP N 3 Sentolo

Grade/ semester : VIII/ I

Subject : English

Skill : Writing

Time Allocation :

A. Standard of Competence

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment

B. Basic Competencies

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment in accurate, fluent and appropriate ways

C. Indicators:

1. Identify the generic structure of descriptive texts.
2. Identify the language features of descriptive texts.
3. Write a simple descriptive text about person, animal or something around us.

D. Learning Objectives

After learning through several activities, the students are able:

1. Understand the meanings, the linguistic features, and the text structure of written descriptive.
2. Create written descriptive using the appropriate linguistic features and text structure.
3. Work cooperatively in doing exercises in a group or pair.

E. Learning Material

1. Descriptive text
2. Vocabulary related to the text
3. Picture related to the text

F. Teaching Method

Genre base

G. Learning Activities

1. Opening
 - a. Praying
 - b. State the objective of the study
 - c. Decide the learning activities
2. Main Activities
 - a. BKOF (Building Knowledge of Field)
 - 1) Answer teacher's question related to the notion of descriptive.
 - 2) Based on their knowledge, student mention example of descriptive text.
 - 3) Share picture about some people, describe them in simple way
 - b. MOT (Modeling of Text)
 - 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.
 - 2) Discuss the grammatical features of a descriptive text.
 - 3) Teacher gives some pictures about animal.
 - 4) Brainstorm about vocabulary that will be used for the text.
 - 5) Do an exercise by describing animals based on the picture given.
 - c. JOT (Join Construction of text)
 - 1) Teacher gives some topics to write a descriptive text.
 - 2) Brainstorm the vocabulary needed for the text.

- 3) Write a descriptive text by choosing one of the topics given in pairs.
- d. ICOT (Independent Construction of Text)
 - 1) Write a descriptive text about students' favorite pet individually
3. Closing
 - a. Summarize the learning materials with teacher's assistance.
 - b. Reflect on the learning activities with teacher's assistance.
 - c. Pay attention to feedback given by the teacher

H. Sources and Material

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/ MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,.

I. Evaluation

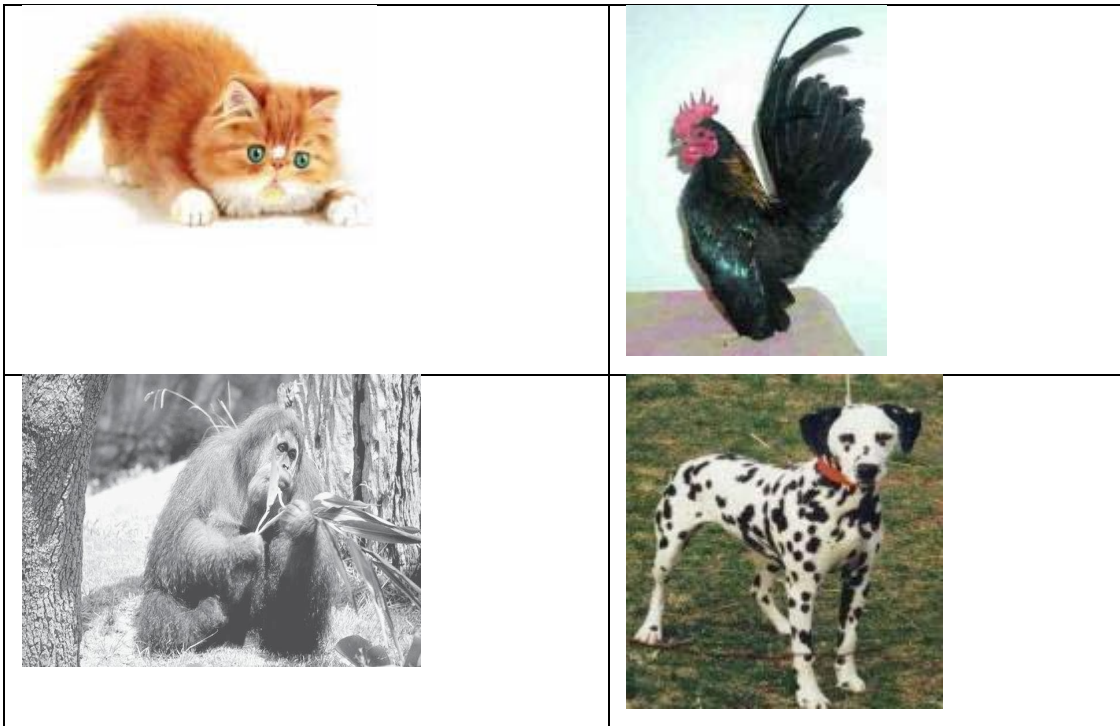
- a. Technique: write a short functional texts in the form of descriptive text
- b. Form: written test
- c. Evaluation Instrument:

Individually, write a description about your favorite pet!
- d. Pedoman penilaian
 1. Total max score $20 \times 5 = 100$
 2. Max score = 100

Learning Material

1. BKOF

- a. What is this and how its look like? Look at the picture and describe it orally!



b. MOT

a. Descriptive text

Bongo the Orangutan



Source: *www.omepage.mac.com*

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them. (English in Focus Grade VIII)

b. Exercise

Read the text above then fill in the table with some data from the text.

Kind of animals	Origin	Description

c. Based on the picture, describe these following animals in your own word.

Animal	Description
	
	
	
	

c. JOT

a. Work with your partner. Choose one of the following topics. Write a complete description based on the topic.

- 1) A gorilla at a zoo named King-Kong.
- 2) A parrot at a circus named Polly.
- 3) A dog a movie named Rin Tin-tin.
- 4) A chimpanzee in a movie entitled MVP

d. ICOT

- a. Write a descriptive text about your favorite pet individually

COURSE GRID

School : SMP Negeri 3 Sentolo

Subject : English

Grade/semester : VIII / II

Writing : Descriptive Exposition

Standard of competence :

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.

Basic competence :

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment in accurate, fluent and appropriate ways

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Sources
Things	1. The students are able to identify the generic structures 2. The students are able to identify language features of an descriptive text 3. The students are able to complete a blank paragraphs of a descriptive text.	1. Descriptive text 2. Vocabulary related to the text 3. Picture related to the text 4. Rhetoric step of descriptive text 5. Adjective which used to describe things	1. Opening a. Praying b. State the objective of the study c. Decide the learning activities 2. Main Activities a. BKOF (Building Knowledge of Field) 1) Answer teacher's question related to the notion of	Written Test	4 x 40' (4 meetings)	1. Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan

			<p>descriptive.</p> <p>2) Based on their knowledge, student mention example of descriptive text.</p> <p>3) Share picture about things, describe them in simple way</p> <p>4) Discuss some adjectives that can be used to describe things.</p> <p>b. MOT (Modeling of Text)</p> <p>1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.</p> <p>2) Discuss the grammatical features of a descriptive text.</p> <p>3) Teacher gives some pictures.</p> <p>4) Do an exercise by describing things based on the picture given.</p> <p>c. JOT (Join Construction of text)</p>			<p>Nasional.</p> <p>2. Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. <i>English in Focus for Grade VIII Junior High School (SMP/MTS)</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,.</p>
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			1) Teacher gives some picture to describe in group of three. 2) In pair, student do the next exercise. d. ICOT (Independent Construction of Text) 1) Write a descriptive text based on the task instruction individually. 3. Closing a. Summarize the learning materials with teacher's assistance. b. Reflect on the learning activities with teacher's assistance. c. Pay attention to feedback given by the teacher			
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Topic	Indicator	Learning Material	Learning Activities	Assesment	Time	
Idol	<ul style="list-style-type: none"> •The students are able to identify the generic structuresand language features of a decriptive text. • The students are able to complete a blank paragraph. •The students are able to write a draft of an descriptive text based a picture. 	<ul style="list-style-type: none"> •Descriptive texts: •Rhetoric steps in essay in the genre of a descriptive text •Common grammatical patterns in descriptive texts. 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> a. Praying b. State the objective of the study c. Decide the learning activities 2. Main Activities <ol style="list-style-type: none"> a. BKOF (Building Knowledge of Field) <ol style="list-style-type: none"> 1) Answer teacher's question related to the notion of descriptive. 2) Based on their knowledge, student mention example of descriptive text. 3) Share picture about some people, describe them in simple way b. MOT (Modeling of Text) <ol style="list-style-type: none"> 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text. 2) Discuss the grammatical features of a descriptive text. c. JOT (Join 	Written Test		<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>2.Wardiman,Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. <i>English in Focus for Grade VIII Junior High School (SMP/ MTS)</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,</p>

			<p>Construction of text)</p> <p>1) Teacher gives some picture.</p> <p>2) Write a descriptive text by choosing one of the topics given in pairs.</p> <p>d. ICOT (Independent Construction of Text)</p> <p>1) Write a descriptive text about students' idol</p> <p>3. Closing</p> <p>a. Summarize the learning materials with teacher's assistance.</p> <p>b. Reflect on the learning activities with teacher's assistance.</p> <p>c. Pay attention to feedback given by the teacher</p>			
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Topic	Indicators	Learning Material	Activities	Assesment	Time	Sources
Animal	<ul style="list-style-type: none"> •The students are able to identify the generic structures •The students are able to identify the language features of a decriptive text. •Write a simple descriptive text about person, animal or something around us. 	<ul style="list-style-type: none"> • Pictures about some animals •A dscriptive text: Bango The orang Utan •Rhetoric steps in essay in the genre of a descriptive text. •Common grammatical patterns in descriptive text. 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> a. Praying b. State the objective of the study c. Decide the learning activities 2. Main Activities <ol style="list-style-type: none"> a. BKOF (Building Knowledge of Field) <ol style="list-style-type: none"> 1) Answer teacher's question related to the notion of descriptive. 2) Based on their knowledge, student mention example of descriptive text. 3) Share picture about some people, describe them in simple way b. MOT (Modeling of Text) <ol style="list-style-type: none"> 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text. 2) Discuss the grammatical features of a descriptive text. 3) Teacher gives some pictures about animal. 	Written Test		<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>2.Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. <i>English in Focus for Grade VIII Junior High School (SMP/MTS)</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,</p>

			<p>4) Do an exercise by describing animals based on the picture given.</p> <p>c. JOT (Join Construction of text)</p> <p>1) Teacher gives some topics to write a descriptive text.</p> <p>2) Write a descriptive text by choosing one of the topics given in pairs.</p> <p>d. ICOT (Independent Construction of Text)</p> <p>1) Write a descriptive text about students' favorite pet individually</p> <p>3. Closing</p> <p>a. Summarize the learning materials with teacher's assistance.</p> <p>b. Reflect on the learning activities with teacher's assistance.</p> <p>c. Pay attention to feedback given by the teacher</p>			
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LESSON PLAN I

School : SMP N 3 Sentolo

Grade/ semester : VIII/ 2

Subject : English

Skill : Writing

Time Allocation :

A. Standard of Competence

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment

B. Basic Competencies

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment in accurate, fluent and appropriate ways

C. Indicators:

1. Identify the generic structure of descriptive texts.
2. Identify the language features of descriptive texts.

D. Learning Objectives

After learning through several activities, the students are able:

1. Understand the meanings, the linguistic features, and the text structure of written descriptive.
2. Create written descriptive using the appropriate linguistic features and text structure.

3. Work cooperatively in doing exercises in a group or pair.

E. Learning Material

1. Descriptive text
2. Vocabulary related to the text
3. Picture related to the text

F. Teaching Method

Genre base

G. Learning Activities

1. Opening
 - a. Praying
 - b. State the objective of the study
 - c. Decide the learning activities
2. Main Activities
 - a. BKOF (Building Knowledge of Field)
 - 1) Answer teacher's question related to the notion of descriptive.
 - 2) Based on their knowledge, student mention example of descriptive text.
 - 3) Share picture about things, describe them in simple way
 - 4) Discuss some adjectives that can be used to describe things.
 - b. MOT (Modeling of Text)
 - 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.
 - 2) Discuss the grammatical features of a descriptive text.
 - 3) Teacher gives some pictures.
 - 4) Brainstorm about vocabulary that will be used for the text.
 - 5) Do an exercise by describing things based on the picture given.

c. JOT (Join Construction of text)

- 1) Teacher gives some picture to describe in group of three.
- 2) Brainstorm the vocabulary needed for the text.
- 3) In pair, student do the next exercise.

d. ICOT (Independent Construction of Text)

- 1) Write a descriptive text based on the task instruction individually.

3. Closing

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher

H. Sources and Material

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/ MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,.

I. Evaluation

- a. Technique: write a short functional texts in the form of descriptive text
- b. Form: written test
- c. Evaluation Instrument:
Individually, write a description about your favorite pet!
- d. Pedoman penilaian
 1. Total max score $2 \times 5 = 10$
 2. Max score = 100
 3. Students' score = $\frac{\text{test score}}{\text{max score}} \times 100$
- e. Rubric assessment



No	Characteristic	Score			
		5	4	3	2
1	Structure	All of the sentence structures	There is a few mistake in	There are a lot of mistake in	structure is not correct

		are correct	the structure of the sentence	the structure	
2	Vocabulary	There are many vary in vocabular y	There is a few vary in vocabulary	Almost no vocabulary variation	There is not vocabulary variation
3	Grammar	There is no grammati cal error	There is a few grammatica l error	There are many grammatica l error	Almost all of the sentence is grammaticall y error
4	Content	The content of the sentence is clear and easy understoo d	The content of the sentence is not too clear but still can be understood	The content of the sentence is not too clear and hard to understood	The content is not clear and cant be understood

LEARNING MATERIAL

1. BKOF

Study the following object carefully. Write the description of each object. Look at the example.

	Chair	
It is a purple bucket.		

NOTES

It is a **purple** bucket.

I have a **new red** bag.

He has a **plastict** pencil case.

The words in bold in the senteces above are called adjective. They are used to describe things. You can

Adjective				Thing
Size	Age	Color	Material	
Big	Old	Black	Wooden	Table
Small	New	White	Plastic	Basket
Large		Silver	Aluminum	Box
		Green	Iron	Chair
		Red		
		Yellow		
		Blue		
		Purple		

2. MOT

- There is a memo from Putri for her mom. Read it carefully then answer the question bellow.

Memo

Mom, I borrowed your clutch bag. The one with black suede color and two side pockets. I need it for Bima's birthday party tonight. Thank you so much!


Putri

- Where is Putri going?
- Which bag did Putri borrow from her mother? Describe.

- Describe the following object with your partner. Look at the example.

No	Picture	Description
----	---------	-------------

1		It is an antique red lantern.
2		
3		
4	Lemari	
5		

6		
---	---	--

3. JCOT

a. Ask three of your classmate to describe things they have in their bag.

Name	Thing in her/ his bag	Description
Adi	<ul style="list-style-type: none"> - book - hat - wallet 	<ul style="list-style-type: none"> - It is thick grey boo. - It is a new white hat. - It is an old black wallet.

b. Ask your friend what is her/ his favorite thing in her/ his bag, describe it.

Name	His/ her favourite things	Description
		<ul style="list-style-type: none"> - - -

4. ICOT

Complete the following memo based on the given situation.

You borrow your uncle's shoes for playing football. Describe the shoes

Memo

Uncle Coky, I ...

.....

.....

Thank you so much!

Pendi

LESSON PLAN I

School : SMP N 3 Sentolo

Grade/ semester : VIII/ I

Subject : English

Skill : Writing

Time Allocation :

A. Standard of Competence

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment

B. Basic Competencies

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment in accurate, fluent and appropriate ways

C. Indicators:

1. Identify the generic structure of descriptive texts.
2. Identify the language features of descriptive texts.

D. Learning Objectives

After learning through several activities, the students are able:

1. Understand the meanings, the linguistic features, and the text structure of written descriptive.
2. Create written descriptive using the appropriate linguistic features and text structure.

3. Work cooperatively in doing exercises in a group or pair.

E. Learning Material

1. Descriptive text
2. Vocabulary related to the text
3. Picture related to the text

F. Teaching Method

Genre base

G. Learning Activities

1. Opening
 - a. Praying
 - b. State the objective of the study
 - c. Decide the learning activities
2. Main Activities
 - a. BKOF (Building Knowledge of Field)
 - 1) Answer teacher's question related to the notion of descriptive.
 - 2) Based on their knowledge, student mention example of descriptive text.
 - 3) Share picture about some people, describe them in simple way
 - b. MOT (Modeling of Text)
 - 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.
 - 2) Discuss the grammatical features of a descriptive text.
 - c. JOT (Join Construction of text)
 - 1) Teacher gives some picture.
 - 2) Brainstorm the vocabulary needed for the text.
 - 3) Write a descriptive text by choosing one of the topics given in pairs.

d. ICOT (Independent Construction of Text)

1) Write a descriptive text about students' idol

3. Closing

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher

H. Sources and Material

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/ MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,.




I. Evaluation

- a. Technique: write a short functional texts in the form of descriptive text
- b. Form: written test
- c. Evaluation Instrument:
Individually, write a description about your favorite pet!
- d. Pedoman penilaian
 - 1. Total max score 2 x 5= 10
 - 2. Max score = 100
 - 3. Students' score = $\frac{testscore}{max\ score} \times 100$

LEARNING MATERIAL

1. BKOF

Look at the following picture. Do you know them? Who and what are they? How do they look like? Write your answer in the table.

		
a. Robert Patinson	b. Syahrini	c. Al Ghazali
		
d. Kiki CJR	e. Raditya Dika	f. Katy Pery

a.	Robert Patinson	Actor, tall, handsome
b.		
c.		
d.		
e.		

2. MOT

actor (n) :

appearance (n):

age (n) :

friendly (adj) :

full (adj) :

muscular (adj) :

role (n) :

straight (adj) :



Tobey Macquire

Tobey Macquire

Tobey Macquire is an American 1) actor. His 2) name is Tobias Vincet Maquir. He is known for his 3) as Peter Parker/ Spider-man in Spider-man film series. He stands about 172 cm. Beside, he has a 4) body that can really figure a super hero. He has big round 5) and black 6)... hair. His physical 7) really supports his role as a super hero. Moreover, he is very 8) that makes him loveable.

NOTES:

Description are usually organized to include:



- an introduction to subject of the description
- characteristic feature of the subject, e.g, physical appearance, qualities, habbitual behaviour, significant attribute.

The common grammatical patterns of description include:

- use a particular nouns, e.g, an actor, an animal
-

3. JCOT

Look at the picture. Work in group of four and describe the physical appearance. Look at the example.

No		Physical appearance
1		<ul style="list-style-type: none">- black hair- oval face- handsome
2		
3		
4		
5		

4. ICOT

You must have idol, it can be actor, actress, politician, or ect. Make a description about your idol.

LESSON PLAN III

School : SMP N 3 Sentolo

Grade/ semester : VIII/ I

Subject : English

Skill : Writing

Time Allocation :

A. Standard of Competence

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment

B. Basic Competencies

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment in accurate, fluent and appropriate ways

C. Indicators:

1. Identify the generic structure of descriptive texts.
2. Identify the language features of descriptive texts.
3. Write a simple descriptive text about person, animal or something around us.

D. Learning Objectives

After learning through several activities, the students are able:

1. Understand the meanings, the linguistic features, and the text structure of written descriptive.
2. Create written descriptive using the appropriate linguistic features and text structure.
3. Work cooperatively in doing exercises in a group or pair.

E. Learning Material

1. Descriptive text
2. Vocabulary related to the text
3. Picture related to the text

F. Teaching Method

Genre base

G. Learning Activities

1. Opening
 - a. Praying
 - b. State the objective of the study
 - c. Decide the learning activities
2. Main Activities
 - a. BKOF (Building Knowledge of Field)
 - 1) Answer teacher's question related to the notion of descriptive.

2) Based on their knowledge, student mention example of descriptive text.

3) Share picture about some people, describe them in simple way

b. MOT (Modeling of Text)

1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.

2) Discuss the grammatical features of a descriptive text.

3) Teacher gives some pictures about animal.

4) Brainstorm about vocabulary that will be used for the text.

5) Do an exercise by describing animals based on the picture given.

c. JOT (Join Construction of text)

1) Teacher gives some topics to write a descriptive text.

2) Brainstorm the vocabulary needed for the text.

3) Write a descriptive text by choosing one of the topics given in pairs.

d. ICOT (Independent Construction of Text)

1) Write a descriptive text about students' favorite pet individually

3. Closing

a. Summarize the learning materials with teacher's assistance.

b. Reflect on the learning activities with teacher's assistance.

c. Pay attention to feedback given by the teacher

H. Sources and Material

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. *English in Focus for Grade VIII Junior High School (SMP/ MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,.

I. Evaluation

- a. Technique: write a short functional texts in the form of descriptive text
- b. Form: written test
- c. Evaluation Instrument:
Individually, write a description about your favorite pet!
- d. Pedoman penilaian
 1. Total max score $2 \times 5 = 10$
 2. Max score = 100
 3. Students' score = $\frac{\text{testscore}}{\text{max score}} \times 100$
- e. Rubric assessment

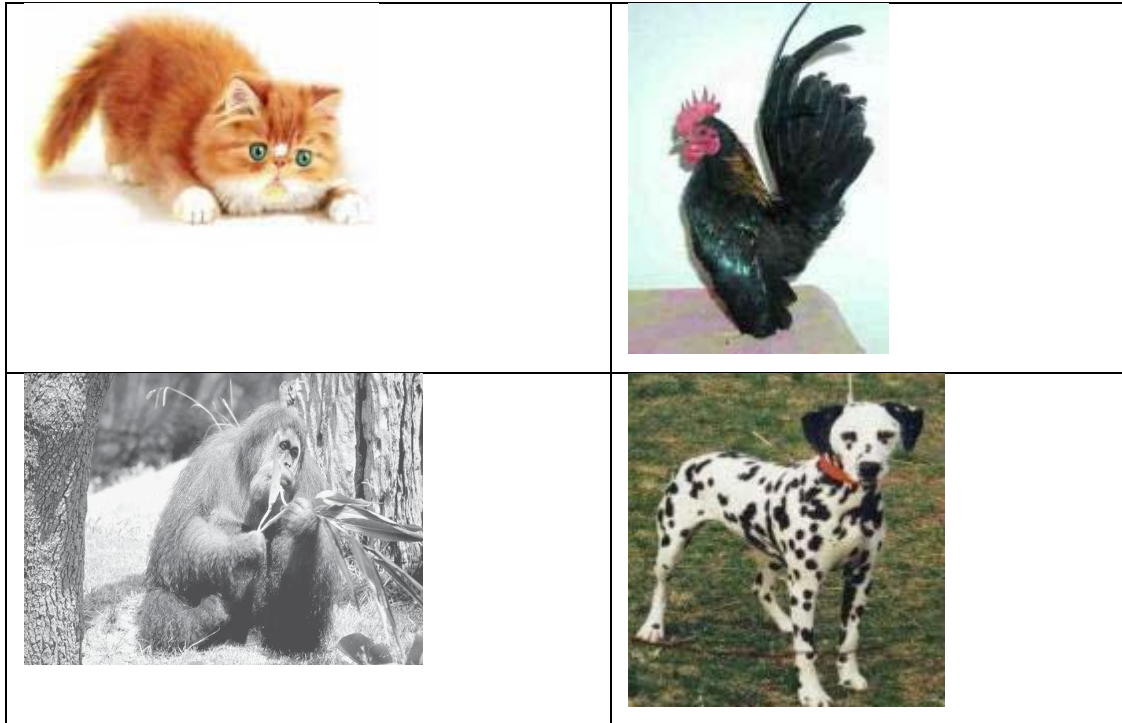
No	Characteristic	Score			
		5	4	3	2
1	Structure	All of the sentence structures are correct	There is a few mistake in the structure of the sentence	There are a lot of mistake in the structure	structure is not correct
2	Vocabulary	There are many vary in vocabular y	There is a few vary in vocabulary	Almost no vocabulary variation	There is not vocabulary variation
3	Grammar	There is	There is a	There are	Almost all of

		no grammati cal error	few grammatica l error	many grammatica l error	the sentence is grammaticall y error
4	Content	The content of the sentence is clear and easy understood	The content of the sentence is not too clear but still can be understood	The content of the sentence is not too clear and hard to understood	The content is not clear and cant be understood

Learning Material

1. BKOF

- a. What is this and how its look like? Look at the picture and describe it orally!



- b. MOT

- a. Descriptive text

Bongo the Orangutan



Source: www.omepage.mac.com

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them. (English in Focus Grade VIII)


b. Exercise

Read the text above then fill in the table with some data from the text.

Kind of animals	Origin	Description

c. Based on the picture, describe these following animals in your own word.

Animal	Description
--------	-------------

c. JOT

- a. Work with your partner. Choose one of the following topics. Write a complete description based on the topic.
 - 1) A gorilla at a zoo named King-Kong.
 - 2) A parrot at a circus named Polly.

3) A dog a movie named Rin Tin-tin.

4) A chimpanzee in a movie entitled MVP

d. ICOT

a. Write a descriptive text about your favorite pet individually.

COURSE GRID

School : SMPNegeri3Sentolo
Subject : English
Grade/semester :VIII / II
Writing :Descriptive Exposition

Standard of competence :

Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.

Basic competence :

Students are able to express meaning and rhetoric steps in simple short essay in the form of descriptive to interact with their environment inaccurate, fluent and appropriate ways

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Sources
Things	<ul style="list-style-type: none"> •The students are able to identify the generic structuresand language features of an descriptive text •The students are able to identify the words those are used to link. •The students are able to arrange jumbled paragraphs of 	<ul style="list-style-type: none"> •Picture of things in our environment •Common adjective to describe things •Rhetoric steps in essay in the genre of adescriptive text. 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> a. Praying b. State the objective of the study c. Decide the learning activities 2. Main Activities <ol style="list-style-type: none"> a. BKOF (Building Knowledge of Field) <p>1) Answer teacher's question related to the notion of</p>	Written Test	4 x 40' (4 meetings)	1. Priyana, Joko. Arnys R Irjayanti, VirgaRenitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i> .Jakarta :PusatPerbukuan, DepartemenPendidi kanNasional.

	<p>adescriptive text.</p> <ul style="list-style-type: none"> •The students are able to write a draft of an analytical exposition text and write self-reflection based on the questions provided to be included in their portfolio. •The students are able to do peer-review and write the reflections of each other as one of portfolio assessment requirements. 	<ul style="list-style-type: none"> •A simpledecriptive text. 	<p>descriptive.</p> <ol style="list-style-type: none"> 2) Based on their knowledge, student mention example of descriptive text. 3) Share picture about things, describe them in simple way 4) Discuss some adjectives that can be used to describe things. <p>b. MOT (Modeling of Text)</p> <ol style="list-style-type: none"> 1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text. 2) Discuss the grammatical features of a descriptive text. 3) Teacher gives some pictures. 4) Brainstorm about vocabulary that will be used for the text. 5) Do an exercise by describing things based on 			<p>2. Wardiman, Arton o. Masduki B. Jahur. M SukismanDjusma. 2008. <i>English in Focus for Grade VIII Junior High School (SMP/MTS)</i>. Jakarta: PusatPerbukuanDepartemenPendidikanNasional,.</p>
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			<p>the picture given.</p> <p>c. JOT (Join Construction of text)</p> <p>1) Teacher gives some picture to describe in group of three.</p> <p>2) Brainstorm the vocabulary needed for the text.</p> <p>3) In pair, student do the next exercise.</p> <p>d. ICOT (Independent Construction of Text)</p> <p>1) Write a descriptive text based on the task instruction individually.</p> <p>3. Closing</p> <p>a. Summarize the learning materials with teacher's assistance.</p> <p>b. Reflect on the learning activities with teacher's assistance.</p> <p>c. Pay attention to feedback given by the teacher</p>			
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Topic	Indicator	Learning Material	Learning Activities	Assesment	Time	
Idol	<ul style="list-style-type: none"> •The students are able to identify the generic structures and language features of a descriptive text. • The students are able to complete a blank paragraph. •The students are able to write a draft of an descriptive text based a picture. 	<ul style="list-style-type: none"> •Descriptive texts: •Rhetoric steps in essay in the genre of a descriptive text. •Common grammatical patterns in descriptive texts 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> a. Praying b. State the objective of the study c. Decide the learning activities 2. Main Activities <ol style="list-style-type: none"> a. BKOF (Building Knowledge of Field) <ol style="list-style-type: none"> 1) Answer teacher's question related to the notion of descriptive. 2) Based on their knowledge, student mention example of descriptive text. 3) Share picture about some people, 	Written Test		<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>2.Wardiman,Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. <i>English in Focus for Grade VIII Junior High School (SMP/MTS)</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,</p>

			<p>describe them in simple way</p> <p>b. MOT (Modeling of Text)</p> <p>1) Read a descriptive text and answer some question to help them understand the function and the generic structure of a descriptive text.</p> <p>2) Discuss the grammatical features of a descriptive text.</p> <p>c. JOT (Join Construction of text)</p> <p>1) Teacher gives some picture.</p> <p>2) Brainstorm the vocabulary needed for the text.</p>			
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			<p>3) Write a descriptive text by choosing one of the topics given in pairs.</p> <p>d. ICOT (Independent Construction of Text)</p> <p>1) Write a descriptive text about students' idol</p> <p>3. Closing</p> <p>a. Summarize the learning materials with teacher's assistance.</p> <p>b. Reflect on the learning activities with teacher's assistance.</p> <p>c. Pay attention to feedback given by the teacher</p>			
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Topic	Indicators	Learning Material	Activities	Assesment	Time	Sources
Animal	<ul style="list-style-type: none"> •The students are able to identify the generic structures and language features of a decriptive text. • The students are able to complete a blank paragraph. •Write a simple descriptive text about person, animal or something around us. 	<ul style="list-style-type: none"> • Pictures about some prts •A dscriptive text: Bango The orang Utan •Rhetoric steps in essay in the genre of a descriptive text. •Common grammatical patterns in descriptive text. 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> a. Praying b. State the objective of the study c. Decide the learning activities 2. Main Activities <ol style="list-style-type: none"> a. BKOF (Building Knowledge of Field) <ol style="list-style-type: none"> 1) Answer teacher's question related to the notion of descriptive. 2) Based on their knowledge, student mention example of descriptive text. 3) Share picture about some people, describe them in simple way b. MOT (Modeling of Text) <ol style="list-style-type: none"> 1) Read a descriptive text and answer some question to help them 	Written Test		Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional. 2.Wardiman, Artono. Masduki B. Jahur. M Sukisman Djusma. 2008. <i>English in Focus for Grade VIII Junior High School (SMP/MTS)</i> . Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,

			<p>understand the function and the generic structure of a descriptive text.</p> <p>2) Discuss the grammatical features of a descriptive text.</p> <p>3) Teacher gives some pictures about animal.</p> <p>4) Brainstorm about vocabulary that will be used for the text.</p> <p>5) Do an exercise by describing animals based on the picture given.</p> <p>c. JOT (Join Construction of text)</p> <p>1) Teacher gives some topics to write a descriptive text.</p> <p>2) Brainstorm the vocabulary needed for the text.</p> <p>3) Write a descriptive text by choosing one of the</p>			
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			<p>topics given in pairs.</p> <p>4) Discuss and revise the text</p> <p>d. ICOT (Independent Construction of Text)</p> <p>1) Write a descriptive text about students' favorite pet individually</p> <p>3. Closing</p> <p>a. Summarize the learning materials with teacher's assistance.</p> <p>b. Reflect on the learning activities with teacher's assistance.</p> <p>c. Pay attention to feedback given by the teacher</p>			
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NO.	KONTROL		EKSPERIMEN	
	PRE TEST	POST TEST	PRE TEST	POST TEST
1	56.5	65.5	74.5	79.0
2	74.5	78.0	75.0	84.0
3	58.0	64.5	74.5	84.5
4	73.5	74.0	67.5	79.0
5	71.0	73.0	76.0	85.0
6	69.5	71.0	60.5	77.0
7	64.5	65.0	68.5	83.0
8	67.5	69.0	71.5	84.0
9	61.5	67.0	76.0	84.5
10	71.5	73.0	74.0	83.0
11	68.5	64.5	66.0	78.0
12	72.0	67.5	74.5	83.0
13	73.5	82.0	65.5	74.5
14	68.0	74.0	66.0	68.0
15	70.5	73.0	70.5	76.0
16	70.0	76.0	60.5	71.0
17	67.0	70.5	65.5	66.0
18	68.0	69.5	61.0	76.0
19	73.0	79.5	55.5	66.0
20	73.0	75.0	65.5	79.0
21	71.5	76.0	67.5	78.0
22	70.0	70.5	58.0	69.0
23	69.0	70.5	61.5	64.5
24	67.5	67.0	65.5	78.5
25	75.0	81.0	61.5	66.0
26	67.5	71.0	73.0	81.0
27	76.0	67.5	58.5	69.0
28	60.5	66.5	73.5	74.5
29	65.5	66.5	66.5	67.5
30	75.0	81.0	60.5	65.5
31	75.5	78.0	71.5	79.0
32	73.0	75.0	76.0	81.0

Rubric Assessment

(Brown & Bailey, 1984, pp. 39-41 cited in Brown, 2004)

No	Ranges	Aspects				
		Organization: introduction, body, and conclusion	Logical development of ideas: content	Grammar	Punctuation, spelling, and mechanics	Style and quality of expression
1.	Good (20-18)	a. Writing appropriate title. b. Writing appropriate introductory paragraph. c. Stating the topic. d. Organizing the body well. e. Some ideas are fully developed. f. Giving supporting details. g. Writing the sentences in sequence using transitional expressions. h. Giving logical and complete conclusion.	a. Having clear topic. b. Having concrete idea c. Developing idea thoroughly d. No extraneous material e. Essay reflects thought	a. Native-like fluency in english grammar b. Correct use relative clause sentences, preposition, modals, articles, verb form, and tenses sequencing c. No fragments or run-on sentences	a. Correct use of English writing conventions. b. Left, right margins. c. Appropriate capitalization. d. Paragraphs itended. e. Punctuation and spelling. f. Very neat	a. Precise vocabulary usage. b. Use pararel structures. c. Concise. d. Register good.
2.	Adequate (17-15)	a. Writing adequate title. b. Writing adequate introductory paragraph. c. Organizing the body	a. Having clear topic. b. Missing some points. c. Developing idea	a. Advance proficiency in English grammar. b. There are some	a. Some problem with writing conventions or punctuation. b. Occasional	a. There is variation of vocabulary usage. b. Good

		well. d. Some ideas aren't fully developed. e. Lack of supporting details. f. Writing the sentences in sequence but transitional expressions may be absent or misused. g. Writing adequate conclusion.	could be more fully. d. Presenting some extraneous material	grammar problems but does not influence communication. c. No fragment or run-on sentences	spelling errors. c. Left margin correct. d. Paper is neat and legible.	vocabulary. c. No wordy. d. Register ok. e. Style fairly concise.
3.	Fair (14-12)	a. Writing mediocre introductory paragraph. b. Organizing mediocre body. c. Developing mediocre ideas. d. Do not provide supporting details. e. Writing mediocre conclusion.	a. Having unclear topic. b. Developing ideas incomplete c. Paragraphs are not divided exactly right	a. There are a lot of grammar mistakes but the idea still can be understood b. The grammar problem apparent and have negative effect in communication c. There are fragments and run-on sentences	a. Uses the general writing conventions but has errors. b. The spelling problems distract the reader. c. Punctuation errors interfere with the writer's idea.	a. Some miss used vocabulary. b. Lacks awareness of register. c. May be too wordy
4.	Poor (11-6)	a. Writing minimally recognizable introductory paragraph. b. Organization of the body can barely be	a. Incomplete ideas. b. Essay does not reflect careful thinking. c. Inadequate	a. The grammar problems interfere with communication of the writer's idea.	a. Serious problems with format of paper. b. There are parts of essay illegible. c. Problem in	a. Difficult to express the ideas. b. Problem with vocabulary. c. Lack variety

		seen. c. Problems with the order of the ideas. d. Lack of supporting details. e. Writing weak and illogical conclusion. f. Inadequate effort at organization.	effortort at organization	b. Need grmamar review. c. Difficult to read the sentences.	punctuation. d. Unacceptable to educared readers.	of structure.
5.	Very Poor (5-1)	a. Do not provide introductory paragraph. b. No apparent organization of the body. c. Lack of supporting details. d. Effortless in organizing the composition. e. Do not provide conclusion.	a. Do not have topic. b. Completely inadequate c. No apparent effort to consider the topic carefully	a. Severe grammar problems interfere greatly with the message. b. Reader can't understand what the writer trying to say. c. Unintelligible sentence structure.	a. Complete disregard for English writing conventions. b. Paper illegible. c. Missing the capitalization. d. No margin. e. Severe spelling problems.	a. Innappropriate use of vocabulary. b. No register. c. No sentences variety.

Hasil Pekerjaan Siswa

Nama : Tony Firmansyah

No : 29

Kelas : VIII E

My Rabbit

I Have a Rabbit . I named him ~~lucky~~ lucky

He is very funny. His fur is white and soft.

He's a female. His eyes are blue and white. ~~The~~ Rabbit is a mammal. gave birth ~~two~~ to two pupse two months ago. The second is a male to.

They are all so cute.

A handwritten signature consisting of a stylized 'T' followed by a flourish.

Nama : Sheila Adlina Nur Sa'bari

Kelas : VIII D

No : 28

My Cat

I have a cat. I call my cat monis. monis has whit fur and walks with four feet. She is a mammal. I feed her in the morning, in the afternoon and ~~in~~ in the evening. ~~cat~~ monis eat a lot of fish.

Whenever I feel bored, I watch monis. their movements are very funny their fur is beautiful. I feel happy to spend spare time with them.

Nama = Rika andriyani
No = 25
Kelas = VIII D

My Favorite Pet

My Favorite pet is a cat. I like cat Because she is cute and funny. I call her molli. Molli is female cat. She has a brownish fur. her fur is very soft.

Molli about one years old. her favorite food is fish. She is mammal. She has 2 children they are is lili and lala. They are about two months. she has soft fur. they are very cute. lala and lili are active cat. They always play with me. I feed them in the morning, in the afternoon and in the evening. lala and lili look healthy. whenever I feed bored, I watch lala and lili. I am very happy. Their spare time with them.

Writing Test (Pre-test)

Name : Tony. Firmansyah

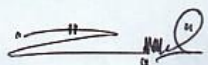
Class/ Students Number : VIII E / 29

Look at the topics below. Then, in your own word describe one of the following topics!

- a. My favorite pet
- b. My favorite thing
- c. My favorite teacher
- d. My best friend

My favorit Teacher

Mrs. Dyna is my teacher . She is beautiful , Her hair is curly ~~and~~ white and long . She is not thin . she is tall and has ~~white~~ skin . she is very nice and patient . we are very proud of her .


Tony. Firmansyah... :)

Writing Test (Pre-test)

Name : Evri sulistyowati

Class/ Students Number : VIII E / 16

Look at the topics below. Then, in your own word describe one of the following topics!

- a. My favorite pet
- b. My favorite thing
- c. My favorite teacher
- d. My best friend

My Best Friend

I have a friend. Her name is Dian, she is ~~study~~ ^{study} in SMK 1 Pengasih. She is 17 years old. She is very beautiful and smart. Her hobby is singing. She is very well, she always helps when I need her. She always make me smile when I sad.

Surat Ijin Penelitian



PEMERINTAH KABUPATEN KULON PROGO
BADAN PENANAMAN MODAL DAN PERIZINAN TERPADU
Unit 1: Jl. Perwakilan No. 2, Wates, Kulon Progo Telp.(0274) 775208 Kode Pos 55611
Unit 2: Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611
Website: bpmpt.kulonprogokab.go.id Email : bpmpt@kulonprogokab.go.id

SURAT KETERANGAN / IZIN

Nomor : 070.2 /00848/XII/2013

Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor: 070/Reg/V/8429/12/2013, Tanggal: 11 Desember 2013, Perihal: Izin penelitian

Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;
2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 16 Tahun 2012 tentang Pembentukan Organisasi dan Tata Kerja Lembaga Teknis Daerah;
4. Peraturan Bupati Kulon Progo Nomor : 73 Tahun 2012 tentang Uraian Tugas Unsur Organisasi Terendah Pada Badan Penanaman Modal dan Perizinan Terpadu..

Diizinkan kepada : **PRAVINA WIDIYAWATI**
NIM / NIP : **08202244039**
PT/Instansi : **UNIVERSITAS NEGERI YOGYAKARTA**
Keperluan : **Izin Penelitian**
Judul/Tema : **THE EFFECT OF USING PROCESS WRITING ON STUDENTS WRITING SKILL AT GRADE VIII OF SMP NEGERI 3 SENTOLO**

Lokasi : **SMP NEGERI 3 SENTOLO, KULON PROGO**

Waktu : **11 Desember 2013 s/d 11 Maret 2014**

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Badan Penanaman Modal dan Perizinan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Ditetapkan di : Wates
Pada Tanggal : 30 Desember 2013

KEPALA

BADAN PENANAMAN MODAL
DAN PERIZINAN TERPADU



Dra. H. H. PROBO LARAS, S.Sos., M.H
Pembina Tk.I ; IV/b
NIP. 19630801 199003 2 002

Tembusan kepada Yth. :

1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbangpol Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kabupaten Kulon Progo
5. Kepala UPTD PAUD dan DIKDAS Kec. Sentolo, Kulon Progo
6. Kepala SMP Negeri 3 Sentolo, Kulon Progo
7. Yang bersangkutan
8. Arsip.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 / Rog / V / 8429 / 12 / 2013

Membaca Surat : Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
Tanggal : 28 November 2013
Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Nomor : 2109a/UN.34.12/DT/XI/2013

Perihal : Izin Penelitian

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : PRAVINA WIDIYAWATI

NIP/NIM : 08202244039

Alamat : KARANGMALANG YOGYAKARTA 55281

Judul : THE EFFECT OF USING PROCESS WRITING ON STUDENTS WRITING SKILL AT GRADE VIII OF SMP NEGERI 3 SENTOLO

Lokasi : KABUPATEN KULON PROGO

Waktu : 11 Desember 2013 s/d 11 Maret 2014

Dengan Ketentuan:

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.iogiaprov.go.id dan menunjukkan naskah cetakan asli yang sudah di sahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib menataati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : adbang.iogiaprov.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 11 Desember 2013

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan:

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- Bupati Kulon Progo cq KPT
- Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
- Yang Bersangkutan



PEMERINTAH KABUPATEN KULON PROGO
DINAS PENDIDIKAN
UPTD PAUD DAN DIKDAS KECAMATAN SENTOLO
SMP NEGERI 3 SENTOLO

Alamat : Kaliagung, Sentolo, Kab. Kulon Progo Kode Tlp. (0274) 6473131 Kode Pos 55664

SURAT KETERANGAN
NOMOR : 423.4/29

Yang bertanda tangan di bawah ini :

Nama : Dra. PRAPTINAH, M.Pd.
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : PRAVINA WIDIYAWATI
NIM : 08202244039
Mahasiswa : Universitas Negeri Yogyakarta
Program Studi : PBS

Adalah benar-benar telah mengadakan Penelitian di SMP Negeri 3 Sentolo dalam rangka Penusunan Skripsi dengan Judul **"THE EFFECT OF USING PROCESS WRITING ON STUDENTS WRITING SKILL AT GRADE VIII OF SMP NEGERI 3 SENTOLO"** Pada tanggal 15 Januari sd. 31 Januari 2014.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sentolo, 28 Februari 2014

Kepala Sekolah

Dra. PRAPTINAH, M.Pd.
Pembina Tk I, IV b
NIP. 19601030 198103 2 006

